

1965

Bulletin of the San Diego College for Women 1965-1966

San Diego College for Women

Follow this and additional works at: <https://digital.sandiego.edu/coursecatalogs-cfw>

Digital USD Citation

San Diego College for Women, "Bulletin of the San Diego College for Women 1965-1966" (1965). *San Diego College for Women Course Catalogs*. 13.

<https://digital.sandiego.edu/coursecatalogs-cfw/13>

This Catalog is brought to you for free and open access by the University of San Diego Course Catalogs at Digital USD. It has been accepted for inclusion in San Diego College for Women Course Catalogs by an authorized administrator of Digital USD. For more information, please contact digital@sandiego.edu.

UNIVERSITY OF SAN DIEGO
College for Women

Bulletin of Information

1965-1966



Bulletin of the
San Diego College
for Women

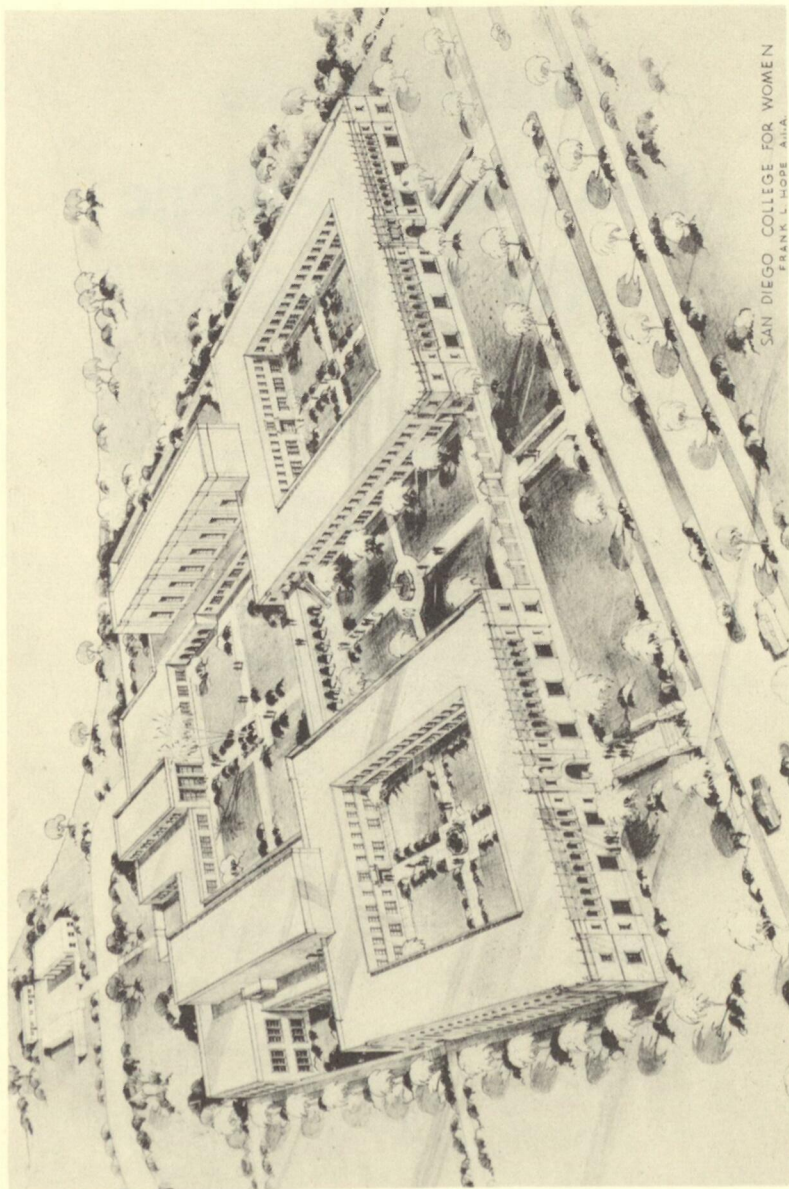
1965-1966



General Information
Degrees and Requirements
Courses of Instruction



August, 1965



SAN DIEGO COLLEGE FOR WOMEN
FRANK L. HOPE, AIA

SAN DIEGO COLLEGE FOR WOMEN

ALCALA PARK

SAN DIEGO, CALIFORNIA 92110

CORRESPONDENCE

For general information regarding the admission of students and for matters of a personal nature, address the President.

For information regarding studies and scholastic standing of students, address the Dean.

For transcripts, address the Registrar.

For business matters and expenses, address the Treasurer.

TELEPHONES

Area Code 714

Administration Offices	- - - - -	296-6113
Resident Students—Founders Hall	- - - - -	296-9866
Duchesne or		
Mater Hall	- - - - -	296-9409
Barat Hall	- - - - -	296-9355
Stuart Hall	- - - - -	296-9347
Serra Hall	- - - - -	296-9741
Hardey or		
Camino Hall	- - - - -	296-9747
Academic Hall	- - - - -	296-9458

1965

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1966

JANUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

MAY

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

JULY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

COLLEGE CALENDAR

Summer, 1965

Sunday, June 27	Registration for summer session
Monday, June 28	Summer classes begin
Friday, August 6	Final Examinations
August 9 to 13 inclusive	Mathematics Institute

Fall, 1965

Monday, September 13	Orientation for freshmen
Tuesday, September 14	Registration
Wednesday, September 15	9 a.m. Convocation
	Classes begin
Friday, September 17	Mass of the Holy Spirit
Monday, November 1	All Saints — holyday, no classes
October 29 to November 6	Midterm examinations
Wednesday, November 24	Thanksgiving holidays — vacation begins at noon
Monday, November 29	Classes resume
Wednesday, December 8	Immaculate Conception — holyday, no classes
Friday, December 17	Christmas holidays begin at noon

1966

Tuesday, January 4	8:30 a.m., classes resume
January 15 to 22	Final examinations
Monday, January 24 to 27	Annual Retreat
Thursday, January 27	10 a.m. Registration for second semester
Monday, January 31	Classes begin
Tuesday, February 22	Holiday — no classes
March 19 to 26	Midterm examinations
Wednesday, April 6	Easter holidays — vacation begins at noon
Tuesday, April 12	Classes resume
Thursday, May 19	Ascension Thursday — holyday — no classes
May 20 to 28	Final examinations
Sunday, May 29	Commencement

Summer, 1966

Sunday, June 26	Registration for summer session
Monday, June 27	Summer classes begin
Friday, August 5	Final examinations

1966-1967

Monday, September 12	Orientation for freshmen
Tuesday, September 13	Registration
Wednesday, September 14	Classes begin

CONTENTS

Address, Correspondence - - - - -	3
College Calendar - - - - -	5
Table of Contents - - - - -	6
Official Recognition - - - - -	7
Officers of Administration - - - - -	8
Faculty - - - - -	8
Student Counselors - - - - -	13
General Information - - - - -	15
History, Aims - - - - -	15
The Campus, Health Services - - - - -	17
Student Activities - - - - -	18
Work Opportunities, Scholarships - - - - -	19, 20
Expenses - - - - -	21
Admission - - - - -	22, 23
Academic Regulations - - - - -	24
Graduation Honors, Class Honors - - - - -	25
Summary of Course Requirements - - - - -	26
Graduation Requirements - - - - -	27
Courses of Instruction - - - - -	28
Courses of Integration - - - - -	28
Theology - - - - -	28
Philosophy - - - - -	30
Humanities - - - - -	32
English - - - - -	32
Speech, Theatre, Radio - - - - -	35
Music - - - - -	38
Art - - - - -	40
Social Sciences - - - - -	44
History - - - - -	44
Political Science - - - - -	46
Economics - - - - -	47
Psychology - - - - -	48
Sociology, Social Welfare - - - - -	50, 51
Foreign Languages - - - - -	52
French - - - - -	52
Spanish - - - - -	53
German, Italian, Latin - - - - -	54
Natural Sciences - - - - -	55
Anthropology, Biology - - - - -	55
Chemistry - - - - -	57
Physics - - - - -	59
Mathematics - - - - -	60
Astronomy, Geography - - - - -	61
Community Service - - - - -	62
Education Credential Programs - - - - -	62, 63, 64, 65, 66, 67
Special Education - - - - -	68
Nursing Education, Physical Education - - - - -	69
Library Science - - - - -	70
Graduate Division - - - - -	72
Index - - - - -	84

OFFICIAL RECOGNITION

The San Diego College for Women is conducted by the Religious of the Sacred Heart. It is incorporated under the laws of the State of California and is invested with full power to confer degrees. It is also empowered by the California State Board of Education to recommend candidates for the General Elementary and General Secondary Credentials.

It is accredited by

THE WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

It is approved by and holds membership in

THE WESTERN COLLEGE ASSOCIATION

NATIONAL CATHOLIC EDUCATION ASSOCIATION

ASSOCIATION OF AMERICAN COLLEGES

AMERICAN COUNCIL ON EDUCATION

NATIONAL COMMISSION ON ACCREDITING

THE AMERICAN ASSOCIATION OF COLLEGES FOR
TEACHER EDUCATION

THE AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

OFFICERS OF ADMINISTRATION

Reverend Mother Leonor Mejia, Ph.D.	- - - -	Honorary President
Mother Anne Farraher, Ph.D.	- - - - -	President
Mother Kathleen McDevitt, M.A.	- - - - -	Vice-President
Mother M. Aimée Rossi, Ph.D.	- - - - -	Dean
Mother Suzanne de Leon, B.A.	- - - - -	Treasurer
Mother Mariella Bremner, Ph.D.	- - - - -	Registrar

FACULTY

Charlotte Bond Aldrich

Mus. B., Conservatory of Music, Oberlin College; A.A.G.O. degree (American Guild of Organists); further study, Curtis Institute of Music, Philadelphia, San Francisco Conservatory of Music.
Instructor in Voice

Julia G. Andrews

B.A., Northwestern University; M.A., Columbia University; graduate study, University of Southern California and Harvard University.
Instructor in Art History

Charles Edward Antoniak

B.S., California Institute of Technology; M.S., San Diego State College; Ph.D. Cand., University of California at Los Angeles.
Lecturer in Mathematics

Gladys Bartelme

B.A., Lindenwood College, Missouri; M.A., University of Illinois; graduate study, Oberlin College, Ohio; University of Chile.
Assistant Professor of Spanish

Antonio Blanco

B.A., University of Madrid; Ph.L., University of Madrid; Ph.D. Cand., University of Madrid.
Assistant Professor of Spanish

Jeanne Brink

B.A., Brevet d'enseignement du français aux étrangers, Alliance Française, Paris; M.A., University of Montreal; Ph.D., The Sorbonne, University of Paris.
Associate Professor of French

Mother Mariella Bremner

B.A., Manhattanville College of the Sacred Heart; M.A., Ph.D., Loyola University, Chicago.
Professor of French

Kathleen Brophy

B.A., San Diego College for Women; M.A., Stanford University.
Instructor in Theatre Arts and English

Mother Mary Carey, R.N.

Diploma, Mercy College of Nursing, Council Bluffs, Iowa; B.A., Barat College, Lake Forest, Ill.; M.A., San Francisco College for Women.

Instructor in Biological Sciences

Paule Carroll

Baccalauréat, Algiers; B.S., M.A., University of Houston.

Instructor in French

Francis F. Coleman

B.A., Reed College, Portland, Oregon; M.A., University of California at Berkeley; Ph.D., Oxford University, England (Rhodes Scholar).

Assistant Professor of Physics

Richard J. Dalton

B.S., Massachusetts State College, Westfield, Mass.; M.A., University of Connecticut.

Instructor in History

Alice David

B.A., M.A., Northeast Louisiana State College; graduate study, University of Denver.

Instructor in Special Education

Bernice D. Davin

B.A., San Diego State College; M.A., Claremont Graduate School.
Supervisor of Secondary Student Teaching

Mother Mary Derham

B.A., Manhattanville College of the Sacred Heart; M.A., Ph.D., Stanford University.

Professor of Theology and Philosophy

Mother Anne Farragher

B.A., San Francisco College for Women; M.A., Ph.D., Stanford University.

Professor of French

Mother Bernice Farrens

B.A., Linfield College, Oregon; M.A., Ph.D., Stanford University.

Professor of Biological Sciences

Clayton Fox

B.M.E., Columbia School of Music Education, Chicago; M.M.E., De Paul University.

Assistant Professor of Music

Mother Sally Furay

B.A., Duchesne College, Omaha; M.A., San Francisco College for Women; Ph.D., Stanford University.

Associate Professor of English

Graciela Miranda Graves

M.A., Columbia University; Ph.D., University of Havana.
Associate Professor of Spanish

Mother Margaret Guest

B.A., Seattle University; M.A., Ph.D., University of California at Berkeley.

Associate Professor of Education

Therese T. Hanafin

B.A., San Diego College for Women; graduate study, Crafts Student League, New York.

Instructor in Art

James F. Haskins

B.A., Morningside College, Sioux City, Iowa; M.S., University of Iowa.

Lecturer in Mathematics

Rozetta E. Hill

B.S., Cleveland School of Art, Western Reserve University; M.A., Cleveland School of Art and Western Reserve University Graduate School.

Assistant Professor of Art

W. Roy Holleman

B.S., M.S., Oklahoma State University; M. S. in L.S., University of Illinois.

Librarian — Associate Professor of Library Science

Joseph Jaddou

B.S., Detroit Institute of Technology; graduate study, University of Detroit.

Instructor in Mathematics

Mildred Jeffers

B.S. in Education, Ohio State University; M.E., University of Arizona.
Assistant Professor of Education,
Supervisor of Student Teaching

Jannette Jensen, R.N.

B.A., George Washington University; graduate study, George Washington University; M.A., San Diego College for Women.
Instructor in Social Sciences

Gordon R. Johnston

B.S., M.S., University of Portland; Ph.D., University of Illinois; Post-doctoral Research Fellow, California Institute of Technology.
Assistant Professor of Chemistry

Josef Kalvoda

B.A., Hunter College, New York; M.A., Ph.D., Columbia University.
Professor of Political Science and History

Marcia Bowman Klein

B.A., University of Oregon; M.A., University of Oregon; two years
graduate study, University of Illinois.
Assistant Professor of English

Henry Kolar

B.M., De Paul University; M.M., Northwestern University; graduate
study, Vienna.

Assistant Professor of Music

Mother Irene Lawrence

B.A., San Francisco College for Women; M.A., Ph.D., Stanford
University.

Associate Professor of Social Sciences

Rudolph Martin Lippert

B.A., Albright College, Reading, Penn.; F.R.A.S., Fellow of Royal
Astronomical Society of Great Britain, Fellow of British Interplane-
tary Society, Fellow of International Lunar Society.

Assistant Professor of Astronomy and Geography

Lloyd J. Lockwood

B.S., M.S., The Creighton University, Omaha, Nebraska.
Instructor in Biological Sciences

John Madden

B.A., Boston College; M.A., Boston College Graduate School.
Assistant Professor of Philosophy

Mother Kathleen McDevitt

B.A., San Francisco College for Women; M.A., Stanford University.
Librarian

Mother Helen McHugh

B.A., San Francisco College for Women; M.A., Ph.D., Stanford
University.

Professor of English

Mother Joan McKenna

B.A., M.A., San Francisco College for Women.
Instructor in History

Mother Catherine McShane

B.A., Duchesne College; M.A., Loyola University, Chicago; Ph.D.,
University of California at Berkeley.

Professor of History

Ruben A. Mendez

B.S., University of Maryland; M.D., University of Madrid; M.A., The Catholic University of America; one year Internship at Counseling Center, Catholic University.

Assistant Professor of Psychology and Philosophy

Ida L. Mercado

B.A., San Diego College for Women.

Instructor in Physical Education

Mother Agnes Murphy

B.A., Barat College, Lake Forest; M.A., Loyola University, Chicago; Ph.D., Catholic University of America.

Professor of History and Philosophy

Janet H. Murphy

B.A., University of Colorado; graduate study, University of Denver.

Assistant Librarian

Crystal C. O'Connell

B.A., Stanford University; M.A. University of Pennsylvania.

Instructor in History

Louis C. Phillips

B.A., St. Joseph's College, Philadelphia; M.A., University of Notre Dame; M.F.A., State University of Iowa.

Assistant Professor of English

Patrick F. Pidgeon

B.A., St. Albert's College, Oakland, California; graduate study, St. Albert's College.

Instructor in Philosophy

Mother Marie Anais Pugh

B.A., San Diego State College; M.A., San Francisco College for Women.

Instructor in English

Mother M. Aimée Rossi

B.A., M.A., Loyola University, Chicago; Ph.D., Stanford University.

Professor of Education

Joseph F. Rossi

B.A., St. John's University; M.Ed., De Paul University; Mus.D., Metropolitan University.

Lecturer in Music

Daria Rothe

B.A., M.A., University of Michigan; graduate study, San Diego State College.

Instructor in German

Mother Agnes Schmit
B.A., University of South Dakota; M.S., St. Louis University; Ph.D., Stanford University.
Professor of Chemistry

Mother Patricia Shaffer
B.A., San Francisco College for Women; M.S., Stanford University.
Instructor in Chemistry

Karena Shields
B.S. in Education, San Jose State College; B.A., University of Southern California; M.A., University of Mexico; 15 years research *en situ*, Middle American ethnological studies.
Assistant Professor of Social Sciences

B. R. Van Vleck
B.A., San Jose State College; M.A., Stanford University; graduate study, University of California at Berkeley and Stanford Radio Institute.
Assistant Professor of Speech and Theatre Arts

Luisa Vergani
Graduate of Istituto Magistrale, Milan, Italy; Ph.D., University of Milan.
Assistant Professor of Italian

Mary Jane Warren
B.A., San Jose State College; M.A., Ohio State University; graduate study, University of California, Berkeley.
Assistant Professor of Psychology

Walter L. Wilkins
B.A., Loyola University, Chicago; M.A., Ph.D., Northwestern University.
Lecturer in Psychology



STUDENT COUNSELORS

Mother McShane	- - - - -	Senior Class
Mother Furay	- - - - -	Junior Class
Mother McKenna	- - - - -	Sophomore Class
Mother Shaffer	- - - - -	Freshman Class

ASSISTANTS

Mrs. Dennis Belson	- - - - -	Receptionist
Mrs. D. J. Woody	- - - - -	Receptionist
Two graduate nurses in residence.		



GENERAL INFORMATION

HISTORY

The San Diego College for Women is a unit of the UNIVERSITY OF SAN DIEGO, inaugurated by His Excellency, the Most Reverend Charles F. Buddy, Bishop of San Diego. The University is composed of the School of Theology, the School of Law, the College for Men, and the College for Women, all located on the Alcalá Park campus. While the instruction is separate, the social activities are planned together.

The College for Women was erected, financed, and equipped by the Society of the Sacred Heart. Classes began in February, 1952.

The Society of the Sacred Heart, which staffs the College for Women, was founded by St. Madeleine Sophie Barat in France in 1800. It was brought to America by Blessed Philippine Duchesne in 1818. Today, it has schools and colleges in Europe, Asia, Africa, Australia, and the two Americas.

AIMS

Ut Omnes Unum Sint

The San Diego College for Women, conducted by the Religious of the Sacred Heart, is a Catholic college of liberal arts which endeavors

- to provide young women with an education predominantly intellectual in content, based on a broad foundation of humanistic studies.
- to inform and lead their minds to the point of competence in one field, which may serve as a preparation for graduate work or as the basis of professional training in the field of teaching or social work.
- to train their characters according to an ideal which forms the whole woman and enables each student to take a significant place in the world today.
- to give purpose to their wills, teaching them to discipline the desires of their hearts.
- to deepen their knowledge of the good and the true and refine their tastes through an appreciation of beauty.
- to prepare them for effective participation in social, political, and economic life as loyal citizens of the United States.
- to guide them in a wise vocational choice, awaken them to an interest in others, and inspire them to leadership in service.
- to impart to them an understanding and love of Truth that will enable them to achieve not only personal integrity but also union with their fellowmen in justice and charity.



CAMPUS

The college grounds consist of sixty-five acres lying across a hilltop that overlooks the Pacific Ocean to the west, San Diego Bay to the southwest, Mission Bay to the northwest, and the city of San Diego to the south and east. In every direction stretches a magnificent panorama of land, sea, and sky. In this land of sunshine where out-of-door living is delightful the year round, there is abundant provision for open-air sports, especially for tennis; volley ball and basket ball courts are also provided. Near the courts a parking lot provides ample accommodation for cars on campus.

In harmony with San Diego's background of Spanish influence, the college buildings are an adaptation of Spanish Renaissance architecture to modern needs. The arched cloisters and the semi-tropical patios might have known the presence of St. James of Alcalá, but the educational facilities are the best the twentieth century has to offer.

The buildings include a library with a capacity for 250,000 volumes, a beautifully appointed theatre, a large dining hall, fully equipped laboratories, lecture halls, pleasant residence quarters, reception rooms, snack-bar, and lounges. Easily accessible to all students is an inspiring chapel.

ACCESSIBILITY

The San Diego College for Women may be reached by many bus lines. Route V, which passes Alcalá Park, runs from East Clairemont and Linda Vista, downtown, through National City to Chula Vista. Easy transfers can be made from Coronado, La Jolla, Pacific Beach, Ocean Beach, Point Loma, Loma Portal, Mission Village, Serra Mesa, Cabrillo Heights, Clairemont, Mission Hills, Hillcrest, University Heights, Normal Heights, Kensington, Talmadge Park, Allied Gardens, La Mesa, Lemon Grove, Spring Valley, Grossmont, Fletcher Hills, El Cajon, Paradise Hills, Palm City, Imperial Beach.

STUDENT HEALTH SERVICES

The primary aim of the Health Services is to maintain conditions of sound mental and physical health. Two registered nurses are on duty at all times.

A medical examination and a certificate of health are required of each student.

Instruction in personal hygiene is included in the physical education program obligatory for all freshmen and sophomores.

STUDENT ACTIVITIES

The Congregation of the CHILDREN OF MARY is pre-eminently a spiritual organization, the main purpose of which is the moral and spiritual formation of its members. Founded in 1816, it is established in all houses of the Society of the Sacred Heart throughout the world. Admission into this congregation is the highest privilege that can be accorded a student. Membership continues through life.

All students belong to the ASSOCIATED STUDENT BODY, the constitution of which provides for a cooperative form of government. Under the leadership of an elected Student Council, the students plan and manage student affairs. In this manner, they acquire direct experience in government, both of themselves and of others. The ASB constitution operates through various standing committees: the Welfare Committee; the Residence Committee; the University Social Council, composed of representatives from the Men's and Women's Colleges and the School of Law; the Fine Arts Committee, which fosters a love of all the arts; and the Public Relations Committee, which handles press relations for the student body.

The San Diego College for Women is an affiliate college of KAPPA GAMMA PI, the National Scholastic and Activity Honor Society for Catholic College Women. Students who graduate with honors and who have been outstanding for character, service, and leadership are eligible for membership.

The SPEAKERS' BUREAU is a Christopher Movement dedicated to the apostolate of speech. It provides its members with opportunities to express themselves, to exchange ideas, to develop poise, and to practice effective leadership.

The department of Natural Sciences sponsors a SCIENCE CLUB for enjoyment and training. These benefits come to the members of the club through their own contributions and through those of outstanding scientists, residents of San Diego or visitors to the city. Field trips to the ocean, mountains, and desert are periodically organized. Visits to Scripps Institute of Oceanography, Palomar, and other scientific centers are also on the yearly agenda.

The INTERNATIONAL RELATIONS CLUB gives students an opportunity for analysis and discussion of current problems with the objective of developing intelligent, alert citizens. Many members participate in the annual Model United Nations Session.

The purpose of the ALCALA PARK PLAYERS is twofold. It offers opportunity for those interested in dramatic art to put into practice, both in acting and in staging, the theory learned in theatre courses. It also fosters love of good theatre, which will enrich the knowledge of dramatic history and literature learned in academic courses.

Several musical groups are organized on campus. The choral class prepares several musical, or combined musical and dramatic performances each year. It produces the annual Christmas program conjointly with the Alcalá Park Players, and joins in a program of choral and instrumental music during the spring. The UNIVERSITY CHAMBER ORCHESTRA, including first and second violins, violas, cellos, and bass viol, and also the STRING ENSEMBLE offer performances each year.

The WOMEN'S ATHLETIC ASSOCIATION affords an opportunity for wide participation in a varied program of sports. This includes tennis, dancing, sailing, bowling, golf, swimming, and horseback riding.

College publications are the annual, ALCALA; the literary journal, UNUM; the IMPETUS, a monthly periodical for exchange of ideas concerning the Humanities and the Fine Arts; UT OMNES UNUM SINT, the monthly periodical of the French Club, and the SCIENCE NEWSLETTER.

MODERN LANGUAGE CLUBS on campus promote a lively interest in the literature and culture of foreign nations by means of conversation, discussion, moving pictures, reading and staging of plays, luncheon meetings at language table in the cafeteria. The French Club was the first language club in operation; the Spanish Club is the second.

The FILM FORUM, sponsored jointly by the Men's and Women's Colleges, has a twofold purpose: it fosters discussion of contemporary issues and problems as explored in significant films; and it encourages the evaluation of movies as an art form.



WORK OPPORTUNITIES

Students who need assistance in financing their education may work on campus. There are opportunities for employment in the library, laboratories, administration offices, bookstore, and elsewhere.

Veterans can have their Certificate of Eligibility honored at the San Diego College for Women.

SCHOLARSHIPS

A limited number of partial scholarships are available to qualified students. These scholarships are awarded on the basis of scholastic record, recommendations from high school principal and one teacher, and financial need. For the most part, financial scholarships are reserved for students from Southern California. The awards are for tuition only.

A student who applies for a scholarship is asked to

1. Fill out the application form and return it with the fee and a recent photograph.
2. Send the three letters of recommendation requested on the application form.
3. Send a transcript of high-school credits at the end of the sixth or seventh semester of high school.
4. Take the Scholastic Aptitude Section of the College Entrance Examination Board Tests and have the results forwarded to the Office of Admissions.
5. Write a personal letter of application, stating
 - a. Why she may need or want a scholarship
 - b. Whether or not she intends to finish four years of college
 - c. What her major academic interest is
 - d. What her outstanding extra-curricular activities have been during high school
 - e. What honors she may have received in the past.

Advice should be sought from a high-school counselor regarding available California State Scholarships and other scholarships which can be applied to the San Diego College for Women.

All of the above information should be directed to the Office of Admissions before March 10. Scholarships will be awarded early in May and the recipients and schools notified by May 15. Candidates who accept scholarships elsewhere are asked to notify the San Diego College for Women as soon as this occurs. The same courtesy should be shown to other colleges, so that the best use may be made of available scholarships in the interest of Catholic higher education.

Honor scholarships: a certain number of highly qualified students are awarded Honors at Entrance, based on achievement in the College Entrance Examinations and transcript of credits.

Additional scholarships:

A scholarship in honor of Reverend Mother Rosalie Hill, Foundress of the San Diego College for Women.

The Helena S. Corcoran Scholarship for a resident student.

Partial music scholarships, one for violin, one for piano.

The Domenic P. Verneti Scholarship of \$50.00 for 1965-1966, to be awarded to a student of Italian.

The Mr. and Mrs. A. L. Brosio Scholarship of \$50.00 for 1965-1966, to be awarded to a student of Italian.

SEMESTER EXPENSES

APPLICATION FEE, payable when application is made for admission. This fee is not refundable. It must be paid by all students. \$ 10.00

DAY STUDENTS, tuition, payable at registration for each semester. Beginning September, 1966: per semester tuition — \$500.00. 450.00

RESIDENT STUDENTS, payable each semester at registration

Tuition and board (no change in 1966) - - - - -	900.00
Room: Single Room - - - - -	350.00
Double Room - - - - -	250.00
Room for Three or Four - - - - -	200.00
Linen Supply - - - - -	20.00
Room and board during vacation (per week) - - - - -	50.00
Room deposit fee, payable when application is made and credited to account at the time of registration - - - - -	100.00

SPECIAL FEES:

Laboratory Fees: Bacteriology, Anatomy, and Physiology - -	20.00
Biology, Chemistry, Physics - - - - -	15.00
Psychology, Astronomy - - - - -	10.00
Languages - - - - -	10.00
Library and Syllabus Fee - - - - -	10.00
Music: Applied Music Lessons per semester - - - - -	100.00
Music Practice, per semester - - - - -	15.00
Late Registration - - - - -	5.00
Special Examinations - - - - -	5.00
Cadet Teaching - - - - -	50.00

STUDENT BODY FEE, (for all students; includes student publications) - - - - - 25.00

GRADUATION FEE - - - - - 30.00

PART-TIME STUDENTS, (limited to 10 units)

Tuition per unit - - - - -	30.00
Library and Syllabus Fee - - - - -	10.00
Auditors pay in full.	

All expenses must be paid on or before registration day. No deduction or refund is made for delay in returning at the beginning of the term, for absence after entering, for withdrawal or dismissal.

A deposit of \$100.00 must be paid by a resident student for the reservation of a room. This sum is credited on the student's account when she registers. If she fails to register as a resident student, the amount is forfeited.

The Faculty Council reserves to itself the right to dismiss students whose scholastic standing or personal conduct fails to meet the required standards.

ADMISSION

Admission to the San Diego College for Women is based upon evidence of the applicant's intellectual, moral, and physical fitness for college. A careful study is made of her high school record, letters from the faculty of the high school attended, scores achieved on Entrance Examinations. The College Entrance Examination Board tests are required. An interview with the president and dean of the college is required, if possible.

APPLICATION FOR ADMISSION

Application for admission is made through the Office of Admissions. To ensure admission, forms should be complete and filed together with transcript of credits as early as possible. Appointments should be made for interviews with the President and the Dean of the college.

The procedure for application is as follows:

1. A candidate should procure the necessary application forms from the Office of Admissions and return the completed form with the fee of \$10.00.
2. A candidate should ask the Registrar of the high school (and college, if any) to send the official transcript of credits to the college at the end of the sixth or seventh semester of high school.
3. Reports of the College Entrance Examination Board tests should be forwarded to the college at the request of the student.
4. The applicant should arrange to have three letters of recommendation: personal, educational, and financial (certification that financial obligations are met) sent directly to the college. She should send a recent photograph.
5. When the above data are filed, the Committee on Admissions will inform the student of the action taken on her application.
6. Resident students should send a room reservation of \$100.00 as soon as accepted. The deposit is credited to the student's account. Day students should send their \$25.00 ASB fee as soon as accepted, to reserve a place in the student body.
7. The student will then receive information concerning college regulations, and a health form to be filled out by a physician and returned before the opening semester.
8. Definitive acceptance depends on the report of the final examinations of the secondary school and the statement of graduation from high school.
9. As early as possible in the spring, the student should make an appointment with the Office of the Dean to plan her individual program under proper guidance.

ADMISSION TO FRESHMAN STANDING

Plan A—Admission by Recommended Grades

1. The student must have been graduated from an accredited high school with the satisfactory completion of 15 units of credit in selected subjects.
2. She must have followed in high school such academic subjects as will have prepared her for the specific work she will undertake in college. Ordinarily these courses would include
 - a. English: 3 units
 - b. History: 1 unit
 - c. Mathematics: 2 units (algebra and geometry)
 - d. Science: 1 year of laboratory science in the eleventh or twelfth grade
 - e. Language: 2 years of one language
 - f. Electives: 7 units, of which at least 4 are in academic subjects

Note: The program given above lists the *minimum* requirements for admission. Candidates are urged to present 16 units and to include in their electives, if possible, an additional unit of English and two or more in history.

Plan B—Admission by Examination

The distribution of entrance credits as outlined above has been found to ensure a sound preparation for work in a liberal arts college and should be met if possible. But in accordance with the college's policy of not excluding any capable student, an applicant whose preparation varies in some respect from that outlined in Plan A may be considered for admission if she earns a sufficiently high score on the Scholastic Aptitude Test given by the College Entrance Examination Board.

ADMISSION TO ADVANCED STANDING

To qualify for admission to advanced standing, a student who transfers from other colleges must present her credentials in advance. These must include

1. A statement of honorable dismissal from the last college attended.
2. Official transcripts of the high school and of all colleges attended.

The applicant must also have satisfied the requirements prescribed for admission to freshman standing and must have attained an average grade of C or better in all college courses taken. No credits will be accepted in which the grade is less than C. Confirmation of the tentative credits granted at the time of admission will depend upon the work of the first semester after entrance.

ADMISSION TO GRADUATE STANDING

For all information pertaining to the graduate school, please see pages 69 to 79.

ACADEMIC REGULATIONS

Each student is responsible for maintaining a satisfactory standard of scholarship. She is also held responsible for all requirements printed in this Bulletin of Information, for all official notices posted on the bulletin boards, and for important explanations made at the dean's assembly.

Registration

Students are expected to register at the time specified. Late registration entails a fee of \$5.00. Program changes involving the adding of courses are permitted with the approval of the Dean only within the first two weeks of a regular semester. Thereafter, withdrawal from a course without penalty is allowed before midterms, being then recorded as a W. The student is responsible to notify the registrar's office of any change. A course dropped without authorization is recorded as a failure.

Attendance

Students are expected to attend regularly and promptly all classes and laboratory periods for which they register. There is no specified number of allowed absences. An excessive number of absences will incur a lowering of grade and possible loss of credit. Students are likewise expected to attend assemblies, the annual retreat, and all official religious and academic functions.

Scholarship Requirements

At the end of each semester a student's work in each course is recorded with one of the following grades: A, excellent; B, superior; C, satisfactory; D, passing; F, failure; WF, withdrawal failure; WP, withdrawal passing; Inc., incomplete. A student may remove an incomplete grade by completing the work. This must be done within six weeks after the end of the semester; otherwise the incomplete grade becomes an F.

Grade points are assigned to the above grades as follows:

A — 4 points for each unit

B — 3 points for each unit

C — 2 points for each unit

D — 1 point for each unit

F — 0 points for each unit

The plus or minus raises or lowers the class grade point by one point.

In order to qualify for a degree the student must earn a number of grade points double the total number of units completed; i.e., the general average must be C.

Examinations

Final examinations are held in all courses at the end of each semester and are taken in all courses at the scheduled time. Permission to take a make-up examination necessitated by serious illness or other legitimate reason may be granted by the dean. A fee of \$5.00 is charged for each make-up examination.

At the end of each semester formal reports are sent to the parents of the students or to the person assuming the financial responsibility for the student. Reports of the scholastic standing of freshmen are sent to their respective high schools at the end of both semesters.

Transcripts

Any student may request one official transcript of her college record without charge. A fee of one dollar is charged for each additional transcript. Applications for transcripts should be made in writing to the registrar.

GRADUATION HONORS

Degrees with honors are conferred upon students who, throughout their college career, have maintained a superior scholastic record and have been distinguished for character and influence.

Upon graduation, honor students with the scholastic and leadership qualifications may be awarded membership in KAPPA GAMMA PI, the National Honor Society for Catholic College Women. No more than ten percent of the seniors may be awarded this honor.

CLASS HONORS

At the end of each semester, the Dean's Office publishes the names of honor students; categories include the Dean's List, requiring a grade point average of 3.5 for the semester, and the Honor List, requiring a grade point average of 3.0 for the semester.

At the Honors Convocation, a solemn year-end assembly, an award is presented to the student in each class who has maintained the highest scholastic average. Class Honors are awarded to those who rank in the upper ten per cent of their class. Other awards are the Kappa Gamma Pi medal given to a sophomore outstanding for leadership and scholarship; the chemistry, physics, and mathematics awards; the Associate in Arts certificates; and departmental honors. Graduate fellowships merited by seniors and summer research grants to undergraduates are announced.

SUMMARY OF COURSE REQUIREMENTS

I. Bachelor of Arts or Sciences		Units
General Education - - - - -		65
Theology (for Catholic Students)	8	
Philosophy	15 to 18	
English	12	
History and Government	12	
Science	6 to 12	
Language	8 to 12	
Communication Arts (Speech, Art, Music, or Theatre)	4	
Physical Education — Four Semesters		
Fields of Interest - - - - -		30
Major Field (Upper Division)	24	
Minor Field	6 to 15	
Further Electives		33
	Total	128

II. Bachelor of Science in Nursing		Units
General Education - - - - -		46
Theology (for Catholic Students)	4	
Philosophy	15	
History and Sociology	10	
English	9	
Science	8	
Major Field		
Credit for nursing program		30 to 56*
Post-diploma courses in nursing		6
1st Minor Philosophy (as above)		
2nd Minor Sociology		
or		
Psychology		15
or		
Science		
Electives		31*
	Total	128

*This depends on individual evaluation of basic programs, grades, experience, and score on tests.

GRADUATION REQUIREMENTS

1. Satisfactory fulfillment of the general education program.

General Education

The San Diego College for Women believes that all students should have a strong foundation in general education before beginning to specialize in any field. Consequently, specialization is deferred until at least the junior year. The courses which are deemed basic to general culture and necessary as a basis for subsequent work are required of all students:

- | | |
|----------------------|---|
| Theology — | Two hours weekly throughout four years.
(Required for Catholics, optional for others.) |
| Philosophy — | Logic and Philosophy of Nature in lower division; Philosophy of Man, Ethics, and one elective in upper division. |
| Psychology — | General Psychology, or its equivalent. |
| Literature — | World Literature, four semesters; freshman year, from Homer to Shakespeare; sophomore year, from Milton to twentieth century. |
| History — | History of Western Civilization, including United States history; United States and California Government. |
| Languages — | A minimum of fifteen units of one modern language. This requirement depends upon the amount and quality of work done in high school. At least one year of Latin is required in many fields. |
| Science — | From six to twelve units, depending upon the amount and the quality of the work done in high school. |
| Communication Arts — | A course in speech, drama, music, or art. |
| Physical Education — | Four semesters. |
2. 128 semester units of credit, with a general average of C or better, and a grade of C in all upper division courses in fulfillment of the requirements for the major.
 3. a) A major field which will include 24 units of upper division work.
b) A first minor which will include at least 18 units, of which 6 or more units must be in upper division courses.
c) A second minor which will include at least 15 units, of which 6 or more units must be in upper division courses.
One of the minors must be in philosophy.
 4. Candidates for a degree must fulfill the residence requirement of one collegiate year in the two consecutive semesters of the senior class. This residence requirement consists of thirty semester units, twenty-four of which must be in upper division work.

COURSES OF INSTRUCTION

The San Diego College for Women offers major programs in art, biology, chemistry, English, French, history, mathematics, music, philosophy, political science, psychology, sociology, Spanish, speech and theatre arts. Pre-professional programs are offered in education, law, medicine, medical technology, and pharmacy.

COURSES OF INTEGRATION: Theology, Philosophy.

HUMANITIES: English, Speech and Theatre Arts, Music, Art, Journalism.

SOCIAL SCIENCES: History, Sociology, Economics, Political Science, Psychology.

LANGUAGES: Spanish, French, German, Italian, Latin.

NATURAL SCIENCES AND MATHEMATICS: Biology, Chemistry, Physics, Mathematics, Astronomy.

COMMUNITY SERVICE: Education, Special Education, Nursing, Library Science.

Courses numbered 1 to 99 are lower division and are offered yearly.

Courses numbered 100 to 199 are upper division. Many are offered yearly; others are offered in alternate years or when there is a demand for them. The courses not to be offered in 1964-1965 are so indicated.

The numbers in parentheses after the title of the course indicate the number of semester hours of credit. The Roman numeral indicates the semester when given.

The College reserves the right to cancel any course for which there is not a sufficient registration.



COURSES OF INTEGRATION

THEOLOGY

2A-2B—Salvation History (1-1) Year

Old Testament: God's revelation of Himself — His nature and attributes, as shown through some of the books of the Old Testament.

New Testament: the revelation of Christ through the Gospels; a deepening understanding of the nature of the Church evidenced in the Acts of the Apostles. Required of freshmen.

142A-142B—The Pauline Epistles (1-1) Year

A study of some major theological concepts which appear in the epistles of St Paul: faith, the Trinity, Adam and the Fall, justification, the Church, eschatology. Required of sophomores.

143A-143B—Redemptive Incarnation (1-1) Year

A study of Christology: the mystery of the Incarnation, the development of Christological dogma. Meaning of the Mystical Body: Christ as Head and Source of all grace; Mary as Mother; grace as the communication of divine life. Required of juniors.

144—Moral Theology (1) I

The moral law, the virtues in general, the virtues in particular; life problems. Required of seniors.

145—Sacramental Theology (1) II

Scriptural, doctrinal, and moral aspects of the sacraments. Required of seniors.

153—The Sacraments of Renewal (3) SS 1965

Historical and doctrinal discussion of Baptism and the Eucharist.

161—Old Testament, Part I (3) I

Historical and prophetic books of the Old Testament, with discussion of such topics as: formation of the Bible, authorship, literary forms, inspiration and inerrancy, meaning of history. Themes of salvation history: what they reveal of God, and of man in relation to God.

162—Old Testament, Part II (3) II

Study of the Wisdom Books, including the Psalms, and of Esther, Judith, Tobias, Daniel. Continuation of the discussion of literary forms and of the development of significant themes of salvation history.

165—New Testament: Gospels and Acts (3) I

A study of the "gospel form" as it developed in the early Christian community of the Acts of the Apostles. Evaluation of the documents in showing the divinity of Christ and the formation of the Church. (Offered in 1966-1967.)

166—New Testament: The Epistles (3) II

A study of the "epistle" form as applied to St. Paul and the Catholic Epistles; special emphasis on the doctrines of the Church, the Resurrection, the Holy Spirit, and the Christian life. (Offered in 1966-1967.)

171—Vatican II: The Theology of the Church (3) SS 1965

Analysis and commentary: The Constitution on the Church.

PHILOSOPHY

The Major: Philosophy 32, 62, 114, and twenty-four additional units, including Philosophy 101, 103, 104, 118, 141 or 158. Philosophy 32 and 62 are prerequisites to courses above 100.

32—Logic (3) I and II

Introduction to philosophy as a way of knowing; the art of defining; the fundamental principles of logical thinking (with application in evaluating contemporary propaganda, political speeches, etc.).

62—Philosophy of Nature (3) I and II

A philosophical investigation of the material world and man's place in it; an analysis of change, substantial and accidental; potency and act; nature, the causes, chance, finality, and providence.

101—Ancient and Medieval Philosophy (3) I

An analysis and critique of the major teachings on physical, metaphysical, and moral problems from the pre-Socratics to the fourteenth century, with emphasis on philosophers other than Aristotle and St. Thomas Aquinas.

103—Modern Philosophy, Part I (to Kant) (3) II

The origins of modern philosophy in fourteenth-century scholasticism and the Renaissance; analysis and critique of authors including Nicholas of Cusa, Descartes, Locke, Leibniz, Hume, and Kant; emphasis on the problem of knowledge.

104—Modern Philosophy, Part II (after Kant) (3) I

A study of the nineteenth and twentieth centuries. (Offered in 1966-1967.)

114—Philosophy of Man (3) I and II

A philosophical investigation of the soul and its common properties; of man as a body-spirit composite, his faculties, freedom, and social nature.

118—Ethics (3) I and II

The meaning of ethical statements will be studied, and ethical terms such as "good" and "ought" will be analyzed. Investigation will be made of the standards of ethical conduct and of the proper use of human freedom, with attention being given to the practical bearing of these ideas.

128—Philosophy of Education (3) I

A study will be made of the educational ideals and norms of representative philosophers. Readings will serve as a basis for discussing the end and nature of education, the relationship between intellectual and moral education, and the establishment of educational values.

141—Metaphysics (3) I and II

Investigation will be undertaken of the nature of metaphysical knowledge, and within a historical context a critical analysis will be made of both the existential and essential dimensions of being, with special emphasis on the problems of human existence, transcendence, participation, and relations.

142—Philosophy of Knowledge (3) II

Metaphysical analysis of knowledge in general; the meaning of truth and man's attainment to it. A critical survey of the major epistemological problems with a view to establishing a realistic epistemology. (Offered in 1966-1967.)

145—Contemporary Philosophy (3) II

An analysis of contemporary movements in philosophy. Special attention is given to Existentialism, Phenomenology, and philosophical analysis. Prerequisites: Phil. 104 and 141 or 158. (Offered in 1966-1967.)

154—Ideology of Communism (2) II

The fundamental principles of Communism; their origin in Hegel and Feuerbach, their development by Marx, Engels, Lenin, and Stalin; the papal encyclical *On Atheistic Communism*.

156—Philosophy of Science (3) II

An analysis of the nature of science and its divisions; a study of the relationship between natural science and the philosophy of nature.

158—Advanced Metaphysics (3) I

Investigation will be made of selected problems in metaphysics, especially the relationship between philosophy and science, philosophical method, contemporary notions of God, and process theories.

164—Political Philosophy (3)

A discussion of the philosophic and ethical basis of political life and institutions; natural law; the idea of man; the origin, nature and end of the state; the origin and justifications of Church and State. (Offered in 1966-1967.)

THE HUMANITIES

ENGLISH

Chairman: Mother Sally Furay

Preparation for the Major: English 41, 42, 43, and 44.

The Major: The twenty-four units of upper division work should include a course in Shakespeare, three period courses, American Poetry, (133 or 193), and one other course in American literature. English 105 and 110 are required of credential candidates.

1—Basic Composition (2 or 3) I and II

For those who need it, additional training in modes of expression, sentence structure, paragraphing, besides that given in required lower division courses.

41-42-43-44—Literature of Western Culture (3 each semester)

A study of Greek and Latin literature, with emphasis on Homer, Greek dramatists, Virgil, St. Augustine. Related study of types of expository writing.

A study of medieval and Renaissance literature, with emphasis on the epic, the drama, and the elements of poetic theory. Application of the techniques of the research paper. (41 and 42 are required of freshmen.)

A study of neo-classical and early romantic writings of Europe and America, with related work in criticism.

A study of nineteenth-century and modern literature, with emphasis on poetry and the short story. (43 and 44 are required of sophomores.)

Successful completion of English 41-42 satisfies the 3-unit composition requirement (English 1A) of the University of California. The other three units are credited as Introduction to Literature.

41H-42H-43H-44H

The same program as above, on a more advanced level for Honors students.

53A-53B—English for Foreign Students (3-3) Year

Speaking, reading, and writing of English; composition, conversation, and vocabulary. Intensive work in language laboratory.

54A-54B—Continuation of English 53 (2-2) Year

105—Advanced Composition (3) I

A study of the theory and practice of (a) expository, descriptive, and narrative prose and (b) the forms of poetry. Required of credential candidates.

106—Creative Writing (3) II

(Offered in 1966-1967.)

109—The Short Story (3) II

A study of the theory and practice of the art of fiction.

110—History of the English Language (3) II

The characteristics of the English language from Old English to the present; sources of vocabulary, development of dialects, rise of standard English. Required of credential candidates, who may substitute this for one period course.

112—Adolescent Literature (2) II

A survey and analysis of literature suitable for adolescents.

117—Shakespeare (3) II

Development of Shakespeare as a dramatist with reference to the literary, intellectual, and social background of the Elizabethan theatre; detailed study of selected plays.

125—The English Novel (3) I

The reading and analysis of representative English novels to the twentieth century.

126—The Modern Novel (3) I

A study of representative English and American novels of the twentieth century. (Offered in 1966-1967.)

132—American Prose (3) II

A study of American prose, exclusive of the novel, from the seventeenth century to the present.

133—American Poetry (3) I

A survey of American poetry from its inception, with emphasis on the major trends in the nineteenth and early twentieth centuries. (Offered in 1966-1967.)

135—The American Novel (3) II

Reading and analysis of the major American novels of the nineteenth and early twentieth centuries. (Offered in 1966-1967.)

144—Development of the Drama (3) I

The reading and analysis of representative plays from the genesis of the drama to the nineteenth century.

145—Modern Drama (3) II

A study of dramatic literature from Ibsen to the present day, with emphasis on English, Irish, and American works. (Offered in 1966-1967.)

148—Seminar in Comedy (3) II

See Theatre 148.

151—Chaucer (3) I

The reading and critical analysis of the principal works of Chaucer, with special emphasis on *The Canterbury Tales*.

156—Age of Elizabeth (3) I

The prose and poetry of the sixteenth century, exclusive of Shakespearean drama. (Offered in 1966-1967.)

158—Seventeenth Century Studies (3) II

Prose and poetry of the seventeenth century related to the political, social, intellectual, and religious background. Study of Milton's poetry. (Offered in 1966-1967.)

169—The Age of Reason (3) I

A history of ideas as found in the prose and poetry of the eighteenth century from Pope to Johnson. (Offered in 1966-1967.)

177—The Romantic Movement (3) I

A study of the rise of romanticism and the major romantic poets in the light of the principles of the movement; some attention to the prominent essayists of the age.

187—Victorian Era (3) II

A study of Victorian problems as they are reflected in the principal authors of middle and late nineteenth-century England.

190—Catholic Literary Revival (3) II

Resurgence of Catholic thought in the modern world, with analysis of literary texts embodying this resurgence; description of the role of the revival in the contemporary intellectual scene. (Offered in 1966-1967.)

193—Contemporary Poetry (3) I

A study of important twentieth-century British and American poets.

Note: For graduate courses in English, see Page 78.

SPEECH, THEATRE, RADIO

Chairman: B. R. Van Vleck

Preparation for the Major: Courses 1 and 2. Courses 10, 30, and 40 are recommended.

The Major: The twenty-four units of upper division work may include English 117, 144, 145, and 148.

1—Basic Principles of Speech (2) I

Vocal communication and listening, audience analysis, speech preparation and delivery are practiced. Gesture, movement, and eye contact are developed.

2—Voice and Diction (2) II

Voice training for speaking and reading of prose and poetry. Isolated sounds, pronunciation, and vocabulary building are considered.

5—Speech Clinic (2) I or II

For students with articulation, voice, or other speech or hearing problems. Also for students with foreign accents.

10A-10B—Introduction to Theatre Arts (2-2) Year

History of the theatre, production methods, types and structure of drama; critical analysis of plays and their contemporary influence.

30A-30B—Acting Workshop (2-2) Year

Exercises, improvisations for creation of character; techniques of ensemble acting in preparation for performance.

40A-40B—Radio (2-2) Year

Techniques, equipment, terminology, music, copy, narration, and programming. Closed circuit station WCSD will be utilized.

54—Play Participation (1 or 2)

Credit to those playing roles in dramatic production. Also for students involved in technical phases of dramatic production. (A minimum of 45 hours per unit.)

100—Public Speaking (2) I

Advanced speech study, composition, and delivery. Outstanding speakers and speeches will be studied.

105—Discussion (2) II

Study and practice of various organized methods of discussion. Great historic and contemporary issues will be considered.

113—Oral Interpretation (2) I

Oral interpretation of the written work: prose, poetry, and drama.

114—Acting (2) II

Acting: voice, movement, gesture; creation and projection of character. Universal theories will be studied and practiced.

115A-115B—Playwriting Workshop (2-2) Year

Study of the theories and techniques of dramas, and the writing of original plays for theatre and television. (Offered in 1966-1967.)

117—Shakespeare (3) II

See English 117.

140—Advanced Radio (2-2) Year

Emphasis on programming, studio management and preparation of shows for off-campus presentation. Critical analysis of radio and television. For mature students. (With permission of instructor.)

144—Development of the Drama (3) I

See English 144.

145—Modern Drama (3) II

See English 145.

148—Seminar in Comedy (3) II

A study of the meanings and forms of comedy from Aristotle to Koestler, with a practical application of these theories to specific comedies and tragi-comedies from Aristophanes to the "theatre of the absurd." Prerequisites: English 144, 145, or the equivalent; consent of the instructor; limited to 12 students.

150—Theatre Practice (2)

Theatre organization, casting, rehearsal, directing, play analysis. (Prerequisite for Directing.)

154—Play Participation (1 or 2)

155A-155B—Theatre Workshop (2-2) Year

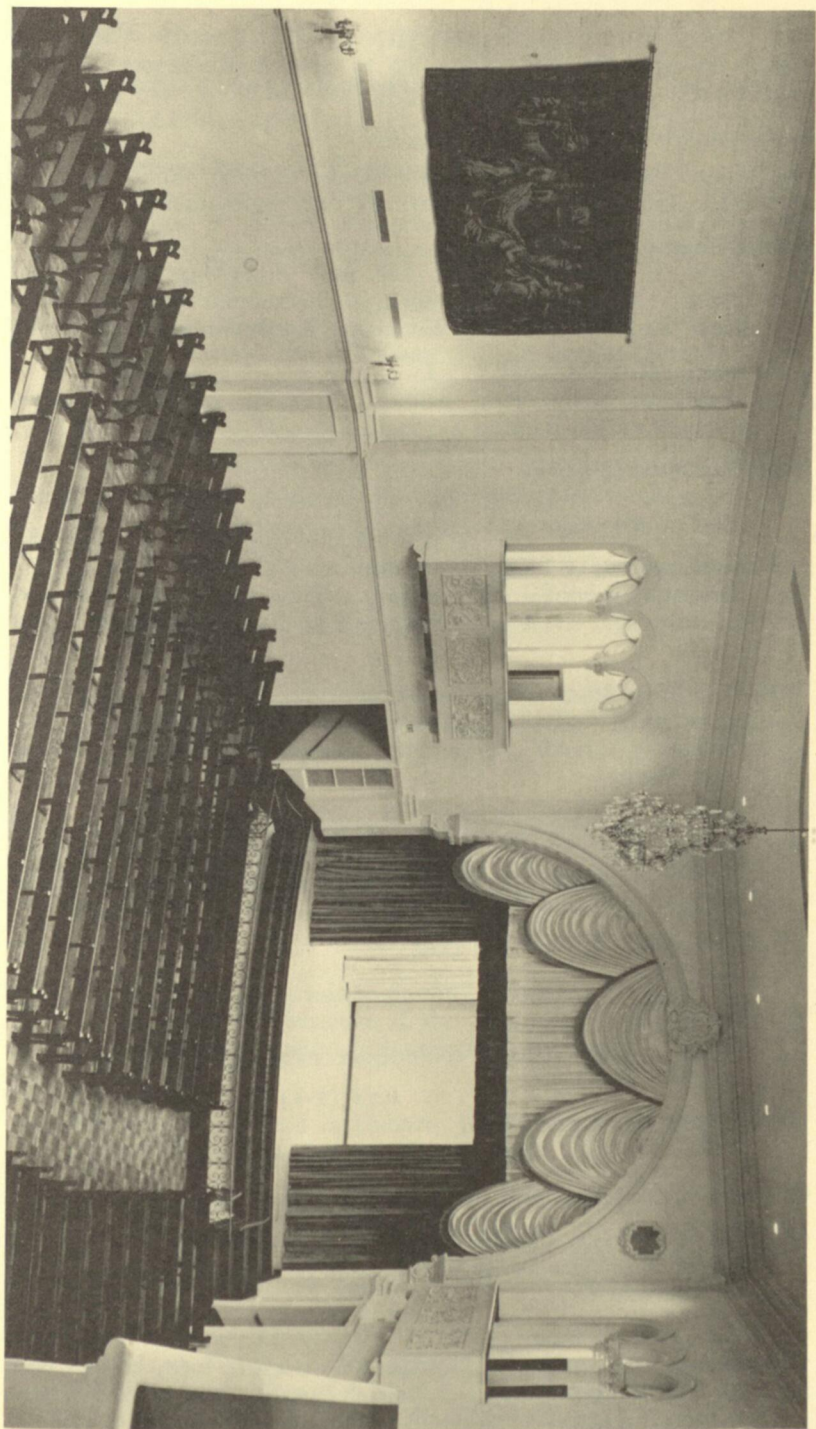
Production techniques in theatre; translation of ideas into ultimate dramatic form; creation and participation in original dramas. (A laboratory course.)

190—Directing (2 or 3)

By arrangement. For particularly qualified, mature, and well-trained theatre students. (With permission of instructor.)

193—Speech and Language Development for the Handicapped (2) II

Special aspects of training for speech and language development, for children who are mentally retarded, brain-injured, or whose physical handicap impedes their speech and language development.



MUSIC

Chairman: Clayton Fox

Preparation for the Major: Music 1, 2, 3, 4.

The Major: The twenty-four units of upper division work should include courses in music history and two music literature courses.

1-2—Harmony (3-3) Year

Elementary Harmony; triads and their inversions, simple modulations and transposition; chords of the seventh and their inversions; introduction to harmonic analysis; keyboard and ear training.

3—Intermediate Harmony (3) I

Modulation, transposition, harmonic alteration, continued analysis, keyboard and ear training.

4—Counterpoint (3) II

The study of melodic design and the art of combining melodies, based on the practices of sixteenth-century polyphony.

10—Fundamentals of Music (1-1) Year

Elementary music theory, including notation, meter, rhythm, scales, intervals, sight singing, ear training, and dictation. Meetings twice weekly.

20—Class Piano Instruction (1-1) Year

Fundamental keyboard experience through the study of notation, keys, scales, chords, simple song and piano literature. Meetings twice weekly.

30—Music Appreciation (2) I and II

A course to familiarize the student with various forms and styles of musical composition through an intelligent listening to masterpieces from the literature of music.

31-33—Applied Music (1-1) Year

31: Piano

32: Voice

33: Violin

Credit is given only in conjunction with a course in history or theory of music.

62—Choral Music (1-1) Year

Training in vocal technique and part singing.

63 (163)—String Ensemble (1-1) Year

65 (165)—University Chamber Orchestra (1-1) Year

The study of chamber music literature from the baroque period to the contemporary.

108—Advanced Harmony (3) I

Exercises in analysis and orchestration dealing with chords built on fourths, bitonality, and polytonality, the twelve-tone system. (Offered in 1966-1967.)

- 120A-120B—History of Music in Western Civilization (3-3) Year**
A comprehensive view of the whole field of music in western civilization in its historical sequence and development. Prerequisite: Music 2 or the equivalent.
- 122—Gregorian Chant and Polyphony (3) II**
The history and development of Chant and Polyphony. Study and application of Gregorian notation. Study of the Italian, Spanish, French, English, and Netherlands Schools of Polyphony. (Offered in 1966-1967.)
- 125—Music of the Baroque and Classical Period (3) I**
A study of vocal and instrumental music from Bach to Beethoven through lectures, readings, and recordings.
- 126—Music of the Romantic Period (3) II**
A study of vocal and instrumental music from Beethoven to Debussy through lectures, readings, and recordings.
- 128—Twentieth-Century Music (3) I**
A survey of modern methods of composition showing a reasonable evolution of new scales, melodic lines, choral combinations, and new rhythmic freedom: Debussy to present day composers. (Offered in 1966-1967.)
- 135—Repertoire and Conducting of Children's Song Literature (2) I**
Participation in individual and group performance of children's song literature. Experience in conducting. Teaching music reading. Treatment of the child voice.
- 136—A Music Curriculum for the Elementary Schools (2) II**
A practical approach to the presentation of music to children, based on the fundamentals of rhythm, melody, and harmony. Techniques of teaching rote, note reading, and part songs. Prerequisite: Music 10 or its equivalent, or Music 135.
- 140—Music and the Constitution on the Liturgy (3) SS 1965**
A functional interpretation of the Vatican Council's restructuring of the liturgy as it applies to sacred music.
- 162—Advanced Choral (1-1) Year**
The group is limited in number. Prerequisite: the consent of the director.
- 170—History of the Opera (3) I**
The distinction in dramatic music between the baroque and the classical style; the opera reform; the rise of nationalism in operatic production of the 19th century. (Offered in 1966-1967.)
- 178—Chamber Music Literature (3)**
Analysis and study of instrumental ensemble repertoire from the sixteenth to the twentieth century. Music will be illustrated by recordings and live concerts. (Offered in 1966-1967.)

ART

Chairman: Rozetta Hill

Preparation for the Major: Art 2A-2B, 6A-6B, and 33A-33B.

The Major: The twenty-four units of upper division work should include courses in aesthetics, oil painting, water color, still life, landscape, and figure drawing.

2A-2B—Drawing and Composition (2-2) Year

An introduction to drawing and composition. Work from still life, landscape, and figure subjects.

6A-6B—Color and Design (2-2) Year

Practice in the creative use of general design, with the development of two- and three-dimensional composition, including a study of the relation of color to design as a whole. Prerequisite: Art 2B.

33A-33B—History of Art (2-2) Year

A study of the two- and three-dimensional modes of creative expression of the various cultures from earliest times to the present.

100A-100B—Aesthetics (2-2) Year

General principles for an understanding of the relationships of the various media of expression: architecture, sculpture, painting, literature, and music. (Offered in 1966-1967.)

118A-118B—History of Architecture (2-2) Year

A study of architectural styles developed by the various world cultures from prehistorical times to the present. Historical, socio-economic and geographical influence on architecture will be evaluated and interpreted. (Offered in 1966-1967.)

122—Lettering and Layout (2) I

A course in the principles of lettering; practice in manuscript writing, poster work, and layout.

127A-127B—Watercolor (3) SS 1965

Principles of the use of watercolor as a medium for creative painting; techniques studied and developed. Prerequisite: Art 2A-2B.

128A-128B—Oils (2-2) Year

Principles of the use of oils as a medium for creative painting; techniques studied and developed. Prerequisite: Art 2A-2B.

133A-133B—Recent Art Movements (2-2) Year

The historical, social, and design dynamics of the modern art movements explored through lectures and projects.

139—Art in the Elementary School (2) II

Implications of research in child growth and development for stages in creative expression; functions and organization of the elementary school program; instructional planning and practice; selection of media; evaluation of outcomes.

140A-140B—Portraiture (2-2) Year

A course designed to develop the ability to portray the human head with the media of charcoal, pastel, and oil; individual technique and character interpretation of the subject; a sound understanding of structure and composition.

144A-144B—Figure Drawing (2-2) Year

A laboratory course leading to the competent rendering of the human body as drawn from the live, dressed model; and stressing the depiction of expressive motion. (Offered in 1966-1967.)

152A-152B—Interior Design (2-2) Year

A basic course in the art of interior design and decoration with emphasis on decoration of the home. A course for those students planning interior design or allied arts as a career. Lectures and practical design projects. (Offered in 1966-1967.)

154—History of Furniture (2) I

The history of furniture and home furnishings.

162A-162B—Commercial Art (2-2) Year

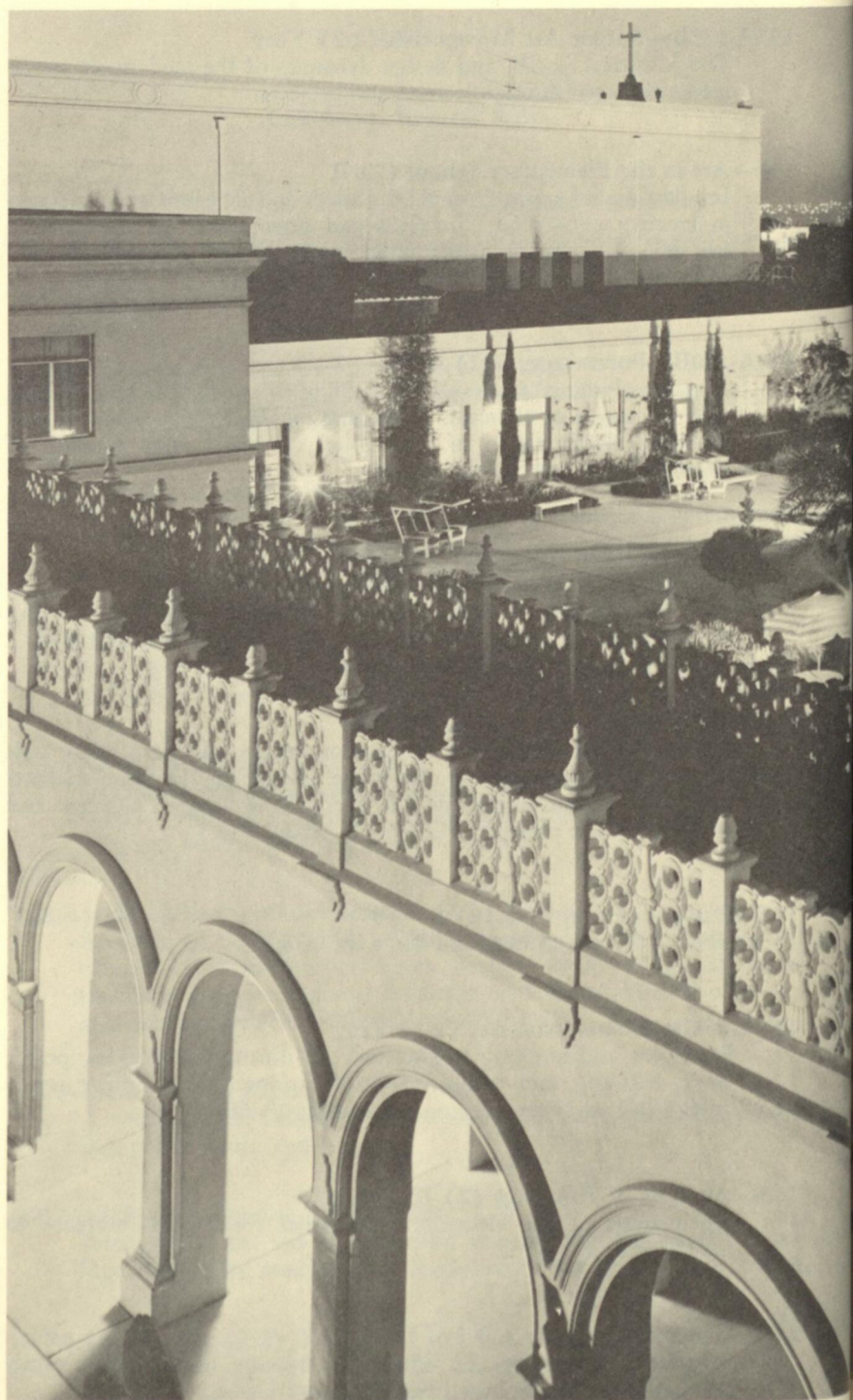
Principles and working applications of illustration, layouts, poster work, lettering, and design; study of various techniques for use in advertising art. Prerequisite: Art 2A-2B; 6A-6B.

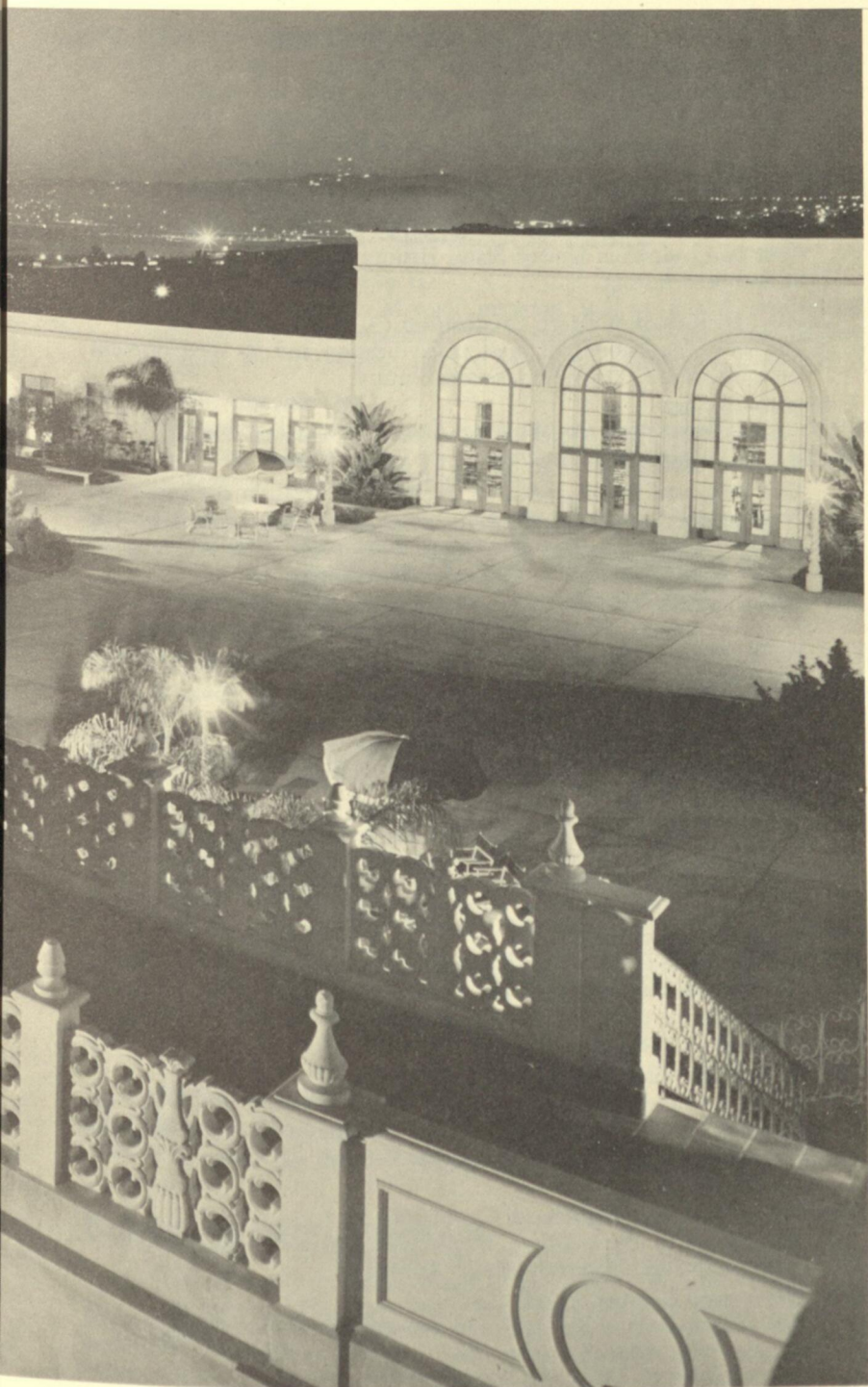
173—Analysis of Paintings (2) II

An analysis of the elements of pictorial form with reference to master works.

199—Independent Study (2) I or II

Advanced courses will be offered in drawing, design, commercial art, and painting for qualified students.





THE SOCIAL SCIENCES

HISTORY

Chairman: Mother Catherine McShane

Preparation for the Major: History 4A-4B; 43; Political Science 10.

The Major: The twenty-four hours of upper division work should include two courses in United States History and three period courses in European history.

4A-4B—History of Western Civilization (3-3) Year

The basic foundations of western civilization and its development from ancient times to the nineteenth century.

4A-4B—Honors

Same as above, on a more advanced level for Honors students.

43—Western Civilization, Part III (3) I and II

This third part of the course in Western Civilization continues the development from 1815 to the present day. The growth of the United States within this framework is stressed. This course satisfies the State requirement in United States history.

70—History of the United States (3) I

A survey course of the political and social development of the United States. This course satisfies the State requirement in United States history.

101—Historical Method and Bibliography (3) I

A study of the methods and instruments of history. Preparation of critical paper from source materials. Required of history majors in the junior year.

111-112—Greek and Roman Civilization (3-3) Year

A study of the ancient civilizations of the Mediterranean basin and Mesopotamia, with emphasis on Greek and Roman culture and institutions. (Offered when there is demand.)

121—Medieval Institutions (3) I

A study of the political and cultural forces shaping western European civilization, with analysis of such representative institutions as feudalism, the town, the university, and representative government. (Offered in 1966-1967.)

122—Renaissance and Reformation (3) II

A study of the politics and culture of the fifteenth and sixteenth centuries, stressing the influence of the Italian Renaissance, the Protestant Revolt, and the Catholic Reform. (Offered in 1966-1967.)

145—Seventeenth and Eighteenth Centuries (3) I

An analysis of the political, intellectual, and social movements of seventeenth and eighteenth century Europe.

146—Nineteenth Century (3) I

The development of the significant movements in nineteenth century Europe, with emphasis upon liberalism and nationalism. (Offered in 1966-1967.)

- 147—**The Twentieth Century (3) II**
The principal historical events studied against the background of those cultural, political, economic, and social forces which are largely responsible for the atomic age. (Offered in 1966-1967.)
- 152—**East Central Europe (3) II**
A survey of political and social developments in the states of East Central Europe since World War I. Installation of the Soviet régimes and gradual Sovietization of the area.
- 155—**History of Russia (3) II**
Kievan Russia, the Mongol invasion and its impact on cultural and political developments; the tsardom of Moscow, the Russian Empire, the revolutions and the Soviet era. (Offered in 1966-1967.)
- 163—**Latin America (3) I**
The cultural, political, and economic development of Latin America from colonial times to the present, with emphasis on the importance of inter-American relations.
- 167—**History of the Foreign Relations of the United States (3) I**
A study of the factors and forces in the formation of American foreign policy and of her leadership as a world power. This course satisfies the State requirement in United States history and government.
- 168—**Recent History of the United States (3) II**
A study of the problems and policies of the United States since 1919.
- 171-172—**History of the United States (3-3) Year**
The development of United States history from colonial times to the present day. Designed for, but not limited to, students preparing for the secondary credential. (Satisfies requirement for U.S. history and government.)
- 188—**History of California (3) II**
The Spanish cultural heritage, the significance of California in American history, and its present political and economic condition. This course satisfies the State requirement in California history and government.
- 190—**The Far East (3) I**
A history of China, Japan, and the powers of the modern Far East. (Offered in 1966-1967.)
- 193—**The Near East (3) II**
History of the Near East, with particular emphasis on the modern period.

Recommended courses in allied fields:

Comparative Government (Pol. Sci. 141-142); International Politics (Pol. Sci. 148); International Organization (Pol. Sci. 150); Governments of the Far East (Pol. Sci. 191); International Trade (Econ. 195).

Note: For graduate courses in History, see Pages 80-81.

POLITICAL SCIENCE

Chairman: Josef Kalvoda

Preparation for the Major: Political Science 9-10; History 4A-4B, 43. Economics 1 is strongly recommended.

The Major: The twenty-four units of upper division work should include two courses in American political institutions, Political Theory, and Comparative Government.

9—Introduction to Political Science (3) I

The nature and methodology of political science. Analysis of all the major concepts used in the study of government, constitutional law, international relations and political theory.

10—American Government (3) I and II

A survey of the powers, structure, and operation of the government of the United States at national, state and local levels. This course meets the State requirements in United States and California government.

110—Parties, Pressure Groups, and Politics in the United States (3) I

An examination of the nature, origin, structure, and operation of American political parties and pressure groups, and their place in the governmental process.

112—Constitutional Law (3) II

A study of constitutional principles and leading decisions of the United States Supreme Court in the fields of civil liberties, federalism, and economic affairs. Designed for, though not limited to, students who intend to enter law school.

115—Public Opinion and Propaganda (2) I

A study of public opinion in the United States, its molding and measurement; the role of the media of communication as vehicles of public opinion formation, and the techniques of propaganda. (Offered in 1966-1967.)

118A-118B—Political Theory (3-3) Year

Analysis and discussion of the major political thinkers, their contributions and influence on the development of political, economic, and social institutions of nations.

141-142—Comparative Government (3-3) Year

A comparative study of constitutional principles, constitutions, governmental institutions and politics in Great Britain, France, Switzerland, Italy, Germany, and the Soviet Union. (Offered in 1966-1967.)

148—International Politics (3) I

Theories and practice of international politics; elements of power; means and methods of foreign policy in the age of conflict. (Offered in 1966-1967.)

150—International Organization (3) II

The historical development of international organization through the League of Nations to the United Nations. International law. Analysis of the functions and problems of international organization in the context of the political situation in the world. (Offered in 1966-1967.)

152—East Central Europe (3) II

A survey of political and social developments in the states of East Central Europe since World War I. Installation of the Communist régimes and gradual Sovietization of the area.

191—Governments of the Far East (3) II

Political and institutional developments in the area of the Far East, with emphasis on: a) the imperial heritage and practice of democracy in postwar Japan; b) the revolution, the Kuomintang, and the Communist régime in China. Consideration of governments in South-East Asia.

Recommended courses in allied fields:

History of Russia (Hist. 155); Latin America (Hist. 163); Foreign Relations of the U.S. (Hist. 167); History of the United States (Hist. 171-172); The Far East (Hist. 190); The Near East (Hist. 193); International Trade (Econ. 195).

Note: For graduate courses in Social Sciences, see Pages 80-82.

ECONOMICS

1-2—Principles of Economics (3-3) Year

An introduction to fundamental economic terms and ideas; an overview of the economy given through a brief investigation of price and output determination, national income, money, banking, labor, and international trade.

6A-6B—Accounting (3-3) Year

An introductory course in which business transactions are analyzed in their effect upon assets, liabilities, and net worth of partnerships and corporations; study of department, branch, and cost accounting.

- 115—Economic History of Europe (3) I
A history of Europe's economic life during ancient, medieval, and modern times. Emphasis is placed upon the history of capitalism.
- 116—Economic History of the United States (3) II
A history of the economic institutions of the United States from colonial days to the present.
- 118—Statistics (3) II
See Psychology 118.
- 125—Catholic Socio-Economic Principles (3) II
See Sociology 125.
- 131—Public Finance (3) II
Government revenues, expenditures, and debts; evaluation of fiscal policy. (Offered in 1966-1967.)
- 135—Money and Banking (3) II
Commercial banks, the Federal Reserve, and the supply of money; monetary theory and monetary policy in the American economy.
- 150—Labor Economics (3) I
An introduction to labor; general concepts with regard to the labor force, demand and supply of labor, types of unemployment; American unionism.
- 195—International Trade (3) II
An introduction to the principles of international trade: foreign exchange, balance of payments, trade restrictions; brief history of international commercial policies and problems.

PSYCHOLOGY

Acting Chairman: Mary Jane Warren

Preparation for the Major: Psychology 1 (prerequisite to any upper division psychology course), Philosophy 114, Biology 1 or 21. For students planning to do graduate work in the field, Physics 2 and Mathematics 5 are strongly recommended.

The Major: The twenty-four units of upper division work must include Psychology 106, 118, 120, 140.

1—General Psychology (3) I and II

An introduction to the nature, scope, and methods of psychology; of the processes involved in perception, imagination, memory, and emotion.

- 106—**Experimental Psychology (3) II**
An introduction to the experimental method in psychology. Emphasis is on the experimental study of learning and perception. One lecture and four laboratory hours weekly. Prerequisite: Psychology 118. (Offered in 1966-1967.)
- 108—**Motivation (3) I**
Analysis of motivated behavior; initiation, regulation, interaction of motives; development of motivation; theories of motivation.
- 114—**Philosophical Psychology (3) I and II**
See Philosophy 114.
- 118—**Statistics (3) II**
Fundamentals of statistical analysis in the social sciences. Includes central tendency, variability, cumulative distributions, graphs and percentiles, the normal distribution, linear correlation, regression and prediction.
- 120—**Psychological Tests (3) I**
The critical evaluation of selected tests of intelligence, personality, aptitude, interest, and achievement. Major emphasis is on group tests. Prerequisite: Psychology 118. (Offered in 1966-1967.)
- 140—**Psychology of Personality (3) I and II**
Theories of personality; dynamics of adjustment; methods of assessment.
- 141—**Psychology of the Abnormal Personality (3) II**
Dynamics, etiology, symptoms, treatments, and prevention of the more severe personality and behavior disorders, and their bearing on our understanding of the normal individual. (Offered in 1966-1967.)
- 145—**Social Psychology (3) I**
See Sociology 145.
- 152—**Human Relations (3) I**
An analysis of human behavior, stressing basic psychological concepts necessary for a person in meeting adequately the situations involving interpersonal relationships.
- 161—**Psychological Foundations of Education (3) I**
A consideration of the psychological foundations of education with emphasis on the adolescent years; stresses principles of education and adjustment during this period of development.
- 167—**Counseling and Guidance (3) II**
Introduction to the theories and techniques of guidance with an emphasis on guidance in the public schools of today.
- Courses in allied fields accepted for the major:**
Psychological Foundations (Ed. 111A); Tests and Measures (Ed. 119).

SOCIOLOGY

Chairman: Mother Irene Lawrence

Preparation for the Major: Sociology 1, Economics 1, Psychology 1. Anthropology 1 is recommended.

The Major: The twenty-four units of upper division work should include Family, Urban and Rural Community, Catholic Social Principles, History of Sociological Theories, and Research Methods in Sociology.

1—Principles (3) I and II

An introductory study of society: groups, social processes, status-role; and a beginning analysis of culture: behavior patterns, social institutions.

112—Human Geography (3) II

A study of man's cultural developments by geographical areas, including economic developments, racial and ethnic groupings. Prerequisites: Geography 1, Economics 1.

113—Cultural Anthropology (3) I

An advanced course in the problems of human beings, past and present, primitive and modern. Emphasis is given to the cultures of living primitive (preliterate) tribes. Prerequisite: Sociology 1. (Offered in 1966-1967.)

114—Problems in Modern Culture (3) I

Ethnic shifts in our world today. A study of the interchange of cultures and its effects on mankind. The emphasis is on values in varying cultures and problems in acculturation.

116—Ethnological Study (3) Summer

Field trip study of three Mayan ethnic groups in Chiapas, Mexico.

117—Comparative Cultures (3) I

A comparative study of four great cultures: Sumeria-Babylonia-Early Persia and the Mayan Empires; Egypt of the Pharaohs and early Chinese Empires. Emphasis on social structure and the effect of art, music, literature, and science on the development of social concepts, family life, and religious perception. (Offered in 1966-1967.)

118—Comparative Civilizations and Societies (3) II

A comparative study of the basic concepts, social forces, and value systems of the Iberian and Amerindian civilizations, as these have culminated in the various Latin American societies and cultures, and as expressed in social institutions, literature, music, and arts. (Offered in 1966-1967.)

121—The Family (3) I

A study of the family as a social system: structure, social interaction, and relationship with other social systems. Emphasis is placed upon American family life.

122—Urban and Rural Community (3) II

An analysis of urban and rural communities: structural parts, historical background, functioning, basic institutions, planning and improvement.

123—History of Sociological Theories (3) I

History of sociological theories from August Comte to contemporary European and American sociologists.

124—Research Methods in Sociology (3) II

An introduction to a wide range of methods now available for collecting, analyzing, and interpreting sociological data.

125—Catholic Socio-Economic Principles (3) II

An intensive study of Catholic social teaching as found in the encyclicals and other Church documents, with an application of this teaching to socio-economic problems in the United States. Prerequisite: Economics I.

145—Social Psychology (3) I

Analysis of individual behavior in social situations, and of group phenomena.

182—Criminology and Juvenile Delinquency (3) II

A course which considers the nature of crime, treatment of criminals, and the efforts of society to prevent crime; particular emphasis on juvenile delinquency.

Recommended courses in allied fields:

Psychology of Personality (Psych. 140); Labor Economics (Econ. 150); Human Relations (Psych. 152); Community Health (Nurs. Educ. 146).

SOCIAL WELFARE

Students who complete in advance their work in Sociology for graduation, are allowed to acquire professional field experience in social work. In a field work setting, they learn the philosophy, organization, and procedures of a social work organization.

301—Field Work (2-4 units)

Group work with children's social agencies.

302—Field Work (2-5 units)

Case work in correctional agencies.

FOREIGN LANGUAGES

Chairman: Mother Mariella Bremner

The elementary and intermediate language courses make intensive use of the language laboratory.

FRENCH

Chairman: Jeanne Brink

Preparation for the Major: A grasp of the fundamentals of French grammar and syntax, a correct pronunciation, and ease in oral expression (French 4 or the equivalent).

The Major: Twenty-four units of upper division work should include French 101, 103, and 104 or their equivalent.

1, 2—Elementary (4-4) Year

Essentials of French grammar together with stress upon pronunciation, reading, and aural comprehension.

3, 4—Intermediate (4-3) Year

Confirmation and extension of rules of French grammar; intensive oral, aural, and written practice.

101—Advanced Composition (3) II

Oral and written practice in current French idiom, "explication de textes." Prerequisite for all advanced courses, except French 103 and 104.

103—Cultural Backgrounds of French Civilization (3) I

Survey of the social, cultural, and artistic manifestations in France from the middle ages to the present. Prerequisite: French 4 or the equivalent.

104—Introduction to French Literature (3) II

A study of the literary history and principal masterpieces of French literature from the middle ages to the present. Prerequisite: French 4 or the equivalent.

121—Early French Literature (3) I

French literature from its origins to the end of the sixteenth century. Reading and interpretation of representative texts. (Offered in 1966-1967.)

122—The Seventeenth Century (3) II

A study of classical masterpieces. (Offered in 1966-1967.)

123—French Literature in the Eighteenth Century (3) I

Reading, interpretation, and discussion of representative texts. (Offered in 1966-1967.)

124—The Nineteenth Century (3) II

Reading, interpretation, and discussion of representative poems, plays, and novels. (Offered in 1966-1967.)

125—French Literature in the Twentieth Century (3) I

Outstanding writers of the prewar period, and contemporary French dramatists and novelists.

130—History of the French Language (3) II

Note: For graduate courses in French, see Pages 82-83.

SPANISH

Chairman: Graciela Graves

Preparation for the Major: A grasp of the fundamentals of Spanish grammar and syntax, a correct pronunciation, and ease in oral expression (Spanish 4 or the equivalent).

The Major: The twenty-four units of upper division work should include Spanish 102, 103, and three period courses.

1, 2—Elementary (4-4) Year

Introduction to Spanish: reading, writing, grammar, pronunciation, elementary conversation.

3—Intermediate (4) I and II

Complete review of grammar and syntax. Oral and written practice in idiomatic Spanish. Laboratory practice. Intermediate conversation and composition.

4—Intermediate (3) I and II

Further study and exercise of Spanish syntax and idioms. Intensive reading, advanced conversation and composition.

102—The History and Civilization of Spanish America (3) II

An introduction to the study of the main aspects of the historical and cultural development of the Spanish American countries.

103—Spanish Cultural Readings (3) I

Training in careful reading of books with significant cultural content. Advanced composition.

121—The Middle Ages and Pre-Renaissance Periods (3) I

From *El Mio-Cid* to *La Celestina*.

122—The Renaissance (3) II

The XVI Century: Lyric and epic poetry; the novel; historical and religious prose; the origins of the theatre.

123—Baroque Literature (3) I

The XVII Century: Epic and lyric poetry; "conceptismo and culteranismo," Quevedo, Gracian, and Saavedra Fajardo; historical, didactical and fictional prose. (Offered in 1966-1967.)

124—The Spanish Theatre of the Golden Age (3) II

The history and character of the Spanish theatre; Lope de Vega and his school; Tirso de Molina; Calderón de la Barca, his secular and religious theatre. (Offered in 1966-1967.)

125—Neoclassicism and Romanticism (3) I

The XVIII Century: Erudition and criticism; prose, poetry and the theatre. The XIX Century: the romantic theatre and poetry; prose up to the "costumbristas" and transitional novel (Larra and Fernán Caballero).

- 126—**Postromanticism and Transitional Literature (3) II**
Post-romantic poetry, theatre, and prose; the Spanish "novela de tesis," "regional," and "naturalista;" The new trends in literature up to the "generation of 1898."
- 127—**Contemporary Novel and Theatre (3) II**
The theatre from García Lorca and Casona to Sastre; the novel to Cela's "tremendismo" and the present day.
- 130—**History of the Spanish Language (3) II**
An introduction to the history and development of the Spanish language. Prerequisite: Latin 1 and 2, or the equivalent. (Offered in 1966-1967.)
- 145A-145B—**Survey of Spanish American Literature (3-3) Year**
A cursory study of the history and outstanding works of Spanish American literature with emphasis on the *Modernista* movement and the contemporary novel. (Offered in 1966-1967.)
- Note: For graduate courses in Spanish, see Pages 82-83.

GERMAN

- 1, 2—**Elementary (3-3) Year**
Introductory course in which the essentials of German grammar are presented together with stress upon pronunciation and reading comprehension.
- 3, 4—**Intermediate (3-3) Year**
Grammar and reading. Intensive oral, aural, and written drills to develop accuracy and fluency in the use of the language.
- 100A-100B—**Readings in German Literature (3-3) Year**
Selections from standard German prose writers.
- 106A-106B—**Survey of German Literature (3-3) Year**
A study of the principal masterpieces of German literature from the Middle Ages to the present.

ITALIAN

- 1, 2—**Elementary (3-3) Year**
Introduction to Italian: reading, writing, grammar, aural comprehension, elementary conversation.
- 3, 4—**Intermediate (3-3) Year**
Intensive drill in reading and writing; review of grammar; intermediate conversation.
- 100A-100B—**Readings in Italian Literature (3-3) Year**
Selections from standard Italian prose writers.

LATIN

- 1, 2—**Fundamentals (3-3) Year**
An introductory course in Latin.
- 3, 4—**Intermediate (3-3) Year**
Intensive drill in grammar. Selections from Cicero's Orations; selections from Virgil's *Aeneid*.
- Courses in the Latin Poets and Prose Writers of the Golden and Silver Ages, in Plautus and Terence, in Latin Composition, and the Latin Fathers are offered according to need.

THE NATURAL SCIENCES

Students interested in the natural sciences may choose their major and minor from the fields of biology, chemistry, physics, and mathematics.

Those interested in pre-medical preparation can so arrange their program as to include the studies required for entrance to medical school. The program for medical technology is also available.

ANTHROPOLOGY

1—General Anthropology (3) I and II

Analysis of man's place in nature, his racial variability and cultural origins. Includes the use of archeology in establishing a scientific basis for our knowledge of original forms of language, art, technology, and social concepts.

BIOLOGICAL SCIENCES

Chairman: Mother Bernice Farrens

Preparation for the Major: Biology 1A-1B, Chemistry 1A-1B, Chemistry 101, and Physics 2A-2B.

The Major: The twenty-four units of upper division work must include courses in vertebrate embryology and anatomy, cell physiology, and genetics. A minor in chemistry is required for recommendation to graduate school.

1A-1B—General Biology (4-4) Year

A course, primarily for science majors, in the basic principles of botany and zoology including structure, physiology, heredity, embryology, and evolutionary mechanisms. 2 lectures and 2 laboratory periods.

21—Anatomy and Physiology (4) I

A study of the structure and function of human body systems. Study of the human skeleton and dissection of the cat. Physiology experiments are performed for each unit.

22—Introductory Microbiology (4) II

A course stressing microbial organisms as causative agents of disease, together with the principles of immunology and techniques of identification, culture, and control. 2 lectures and 2 laboratory periods.

101—Microtechnique (2)

Methods of killing, fixing, sectioning, and staining of tissues and organs. Two 2-hour laboratory periods.

102—Research Techniques (1)

Students who show special aptitude are taught instrumentation, work with live animals, and a variety of laboratory techniques.

103—General Microbiology (4) I

A course in the fundamentals of micro-organisms for students who will enter the field of microbiology professionally, and those who wish to use the micro-organism as an experimental tool for study of metabolism and of biochemical genetics. 2 lectures and 2 laboratory periods. Prerequisites: Bio. 1, Chem. 1, 101. (Offered in 1966-1967.)

105—Vertebrate Embryology (4) II

A course in developmental vertebrate anatomy. Emphasis on mammalian development in lecture. Microscopic examination of frog, bird, and pig embryos. Selected experimental embryology laboratory problems with living organisms are included. 2 lectures and 2 laboratories. Prerequisite: Bio. 1.

106—Comparative Anatomy, Vertebrate (5) I

A comparative study of the functional anatomy of mammals and related vertebrates. The shark, necturus, and cat are used for laboratory dissection, with major emphasis on relationships between the cat and man. 3 lectures and 2 laboratories.

108—Biochemistry (3-3) Year

See Chemistry 108. (Offered in 1966-1967.)

109—Cell Physiology (4) II

An investigation of the dynamic phenomena of the living cell as the basic unit of life: the response of cells to their environment, the nature of protoplasmic organization as the key to cellular activity, the dynamic state of the cell membrane, and the metabolism and energy transformations within the cell. 2 lectures and 2 three-hour laboratory periods. Prerequisites: Bio. 1, Chem. 1, and Chem. 101. Physics is strongly recommended.

111—Plant Structure and Function (3)

Offered when in demand.

112—Ecology (3) I

A study of the structure, function, and environmental relationships of organisms with special emphasis on zoological forms. 2 lectures and 1 three-hour laboratory. Prerequisite: Bio. 1. (Offered in 1966-1967.)

130—Genetics (3) I or II

Lecture course in the basic principles of heredity with special emphasis on human aspects. Prerequisite: Bio. 1.

139—Radiation Biology (2) I

The use of radioisotopes in biology. Readings, demonstrations and participation in selected experiments.

198—Research Problems (1-2)

An honors program in which students who show potential for graduate work may participate in research and follow through a problem on the undergraduate level.

PHYSICAL SCIENCES

Chairman: Mother Agnes Schmit

CHEMISTRY

Preparation for the Major: Chemistry 1A-1B and 5, Mathematics through one year of differential and integral calculus, and Physics 2A-2B. Chemistry 1A-1B and 5 are prerequisites for all upper division courses in chemistry.

The Major: The twenty-four units of upper division work should include Chemistry 101, 102, 103 (or 107), 104, and 110.

1A-1B—General Chemistry and Qualitative Analysis (5-5) Year

A course in the basic principles of chemistry. The second semester includes qualitative inorganic analysis. 3 lectures and 2 three-hour laboratory periods.

5—Quantitative Analysis (4) I

A basic course in the principles and techniques of quantitative chemical analysis. 2 lectures and 2 three-hour laboratory periods.

101—Organic Chemistry (4) II

The study of carbon compounds, with emphasis on the aliphatic type. A study of the mechanisms of organic reactions is introduced early and continued throughout the course. 3 lectures and 1 three-hour laboratory period.

102—Advanced Organic Chemistry (3) I

A lecture course emphasizing the ring compounds and more advanced organic reactions of the aliphatic type. Mechanisms of reactions are stressed. Prerequisite: Chemistry 101. Concurrent registration in Chemistry 103 or 107 is required for chemistry majors.

103—Qualitative Organic Analysis (3) II

The systematic identification of organic compounds. Lectures are devoted to problem solving and to the study of the principles used in separation and identification of organic compounds. 1 lecture and 2 three-hour laboratory periods. Prerequisite: Chemistry 102. (Offered in 1966-1967.)

104—Advanced Inorganic Chemistry (3) II

A study of some of the fundamental concepts of inorganic chemistry, including the chemical bond, the bases for periodic classification of the elements, the chemistry of the transition elements and the coordination compounds. Nuclear structure, radioactivity, and the chemical aspects of nuclear transformations. Recommended for those planning to teach chemistry in high school.

107—Organic Syntheses (1) I

A laboratory course in organic syntheses, designed to acquaint the student with advanced organic laboratory techniques. 1 three-hour laboratory period. Prerequisite: Chemistry 101. Concurrent or previous registration in Chemistry 102 is required.

108A-108B—Biochemistry (3-3) Year

Chemistry of the important constituents of living matter, proteins, nucleic acids, carbohydrates, lipids, enzymes, hormones, vitamins, minerals, water balance, and the dynamic changes involved in life processes. Laboratory includes isolation, identification, and analytical techniques fundamental to biochemistry. Prerequisites: Chemistry 5 and 102. 2 lectures and 1 three-hour laboratory period. (Offered in 1966-1967.)

110A-110B—Physical Chemistry (4-4) Year

A thorough study of the laws and theories of chemistry, making use of physics and the calculus. Thermodynamics and chemical equilibrium, surface phenomena, the phase rule, electrode phenomena, chemical kinetics, and atomic molecular phenomena. 3 lectures and 1 three-hour laboratory period.

112—Radiochemistry (3) I or II

Principles of radioisotope methodology, measurement and use of radioactive tracers. Prerequisite: Chemistry 110 and/or consent of the instructor. 2 lectures and 1 three-hour laboratory period. (Offered in 1966-1967.)

150—Enzymology (3) I or II

Nature and properties of enzymes. Study of methods of isolation, purification, assay, and mechanism of enzyme behavior. Prerequisite: Chemistry 108. Lectures, seminar, and laboratory equivalent to 2 three-hour laboratory periods. (Offered in 1966-1967.)

199A-199B—Research (2-2) Year

An honors course designed to give qualified undergraduate chemistry majors an opportunity to apply their understanding of chemistry to the solution of a research problem. 2 three-hour laboratory periods. Prerequisite: Senior standing and consent of the instructors.

INTERDEPARTMENTAL COURSE

12—Molecular Basis of Life (4-4) Year

A course offered jointly by the Physical and Life Science departments primarily for liberal arts majors desiring a general background in the sciences. The first semester is mainly physical science: chemical evolution and molecular preparation for life. The second semester: organismic evolution of plant and animal life. Required for non-science general elementary credential.

PHYSICS

Preparation for the Minor: Physics 2A-2B and one year of calculus. The minor consists of Physics 40 and 50, and at least six additional upper division units in Physics.

2A-2B—Introductory College Physics (4-4) Year

Mechanics, Heat, Sound, Electricity, Magnetism, Light, and Atomic Physics. Three lectures and one three-hour laboratory period. Prerequisite: Mathematics 2 or the equivalent.

40—Intermediate Physics (2) I

An elementary but rigorous development of the fundamental notions of Newtonian mechanics, relativistic mechanics, and thermodynamics, using calculus and vector notation. Two lectures per week. Prerequisites: Physics 2A-2B, Mathematics 5A and registration in Mathematics 5B.

50—Intermediate Physics (2) II

An elementary development of the electromagnetic field leading to Maxwell's equations in integral form. Two lectures per week.

100—P. S. S. C. (3) II

Physics according to the Physical Science Study Committee program.

101—Modern Physics (3) II

Recent developments in atomic, molecular, nuclear, and solid state physics with applications to biology and chemistry. Three lectures per week. Prerequisites: Physics 2A-2B and Mathematics 5C. Chemistry 1A-B is recommended. (Offered in 1966-1967.)

102—Optics (4) I

An elementary development of the theory of optical phenomena beginning with geometrical optics and stressing the development of physical optics. Prerequisites: Physics 2A-2B and Mathematics 5C.

104—Thermodynamics (3) II

A development of the laws of thermodynamics with an introduction to statistical mechanics and applications to physical and chemical systems. Three lectures per week. Prerequisites: Physics 40 and Mathematics 5C.

105—Mechanics (3) II

A critical analysis of the foundations of Newtonian mechanics. Applications to the theory of oscillations, central force motion, rigid-body dynamics and accelerated frames of reference. Three lectures per week. Prerequisites: Physics 40 and Mathematics 5C. (Offered in 1966-1967.)

MATHEMATICS

Preparation for the Major: An adequate knowledge of algebra and one year of calculus.

The Major: The 24 units of upper division work should include modern algebra, differential equations, and a year of advanced calculus.

2—Fundamentals of Freshman Mathematics (3) I

An intensive development of the fundamental operations of algebra, including algebraic fractions, exponents and radicals, sets and equations, matrices, inequalities, functions and relations; algebraic, exponential, and logarithmic functions; trigonometric functions; an introduction to analytic geometry and differential and integral calculus. Prerequisite: Three years of high school mathematics and a satisfactory score in the College Mathematics Placement Test.

5A—Introduction to Calculus (4) I

The rate of change of a function, derivative of algebraic functions, Rolles theorem, mean value theorem, integration, definite integral, transcendental functions. Prerequisite: Mathematics 2 or equivalent.

5B—Analytic Geometry and Calculus (4) I and II

Methods of integration, determinants and linear equations, plane analytic geometry, hyperbolic functions, polar coordinates, vectors, parametric equations.

5C—Complex Numbers and Calculus (3) II

Solid geometry and vectors, partial differential equations, multiple integrals, infinite series, complex numbers and functions, introduction to differential equations.

100—Mathematics for Elementary School Teachers (3) I

Pre-number ideas, whole numbers, names for numbers, numeration systems; place value, techniques of algebraic operations; number line; points, lines, and planes; linear and angular measure; factors and primes; rational numbers.

110A—Advanced Calculus (3) I

Continuous functions, extension of the law of the mean, functions of several variables, partial differentiation, transformations and mappings, vector fields, double and triple integrals, curves, and surfaces.

110B—Advanced Calculus (3) II

Line and surface integrals, point-set theory, fundamental theorems on continuous functions, theory of integration, infinite series, uniform convergence, power series, improper intervals, complex functions, Fourier series.

112—Introduction to Modern Algebra (3) II

Some fundamental concepts, rings, integral domains, some properties of integers, fields, rational numbers, real numbers, complex numbers.

113—Group Theory and Vectors (3) I

Polynomials, groups, vector spaces, system of linear equations, determinants. (Offered in 1966-1967.)

115—Theory of Numbers (3) I

Fundamental theorems on divisibility, least residues, Fermat's theorem, Euler's generalization, Euler's function, theorem of congruences, linear congruences, Chinese remainder theorem, quadratic residues, reciprocity law.

119—Differential Equations (3) II

Preliminary concepts, differential equations of first order and of first degree, applications, special differential equations of second order, differential equations of the first order and not of the first degree, solution in series. (Offered in 1966-1967.)

126(201)—Introduction to Complex Analysis (3) I

Complex variables, analytic functions, complex integration, Cauchy's theorem, conformal mapping.

128—Differential Geometry (3) II

Affine coordinate systems and translations; tensors and transformations, reciprocal systems, covariant and contravariant vectors; space curves, lines, planes, quadric cone and conics; curvilinear coordinates and applications to physics. Prerequisites: Analytical geometry and calculus. (A basic understanding of vectors is desirable but not absolutely necessary). (Offered in 1966-1967.)

140—Mathematical Statistics and Probability (3) I

Frequency distributions, standard deviation and other measures of dispersion, Poisson distribution, Chi-square test, curve fitting, correlation theory, conditional probability, independent and dependent events, combinations, permutations, and relation of probability to point-set theory. (Offered in 1966-1967.)

209—Real Analysis (3) I

An introduction to the principles of modern mathematical analysis. Set theory and set functions, Lebesgue measure and integration, Daniell integration, topology, and an introduction to abstract function spaces. Prerequisites: Math 110A-B, Math 112, or consent of the instructor.

ASTRONOMY

1—Elements of Astronomy (3) I and II

A one-semester elementary course in astronomy, non-mathematical. It consists of lectures, demonstrations, and telescopic observations.

2—Laboratory Astronomy (3) II

Practical experience in the use of maps, atlas, almanac, globe, and instruments. The plotting of orbits; the study of solar, lunar, and planetary surfaces; meteors, comets, and stars. One lecture, two seventy-five minute laboratory periods, one in the day time and one in the evening. Class limited to twenty students. Prerequisite: Astronomy 1.

GEOGRAPHY

1—Elements (3) I and II

A comprehensive study of the physical and climatic environments of diverse regions of the earth, and their relationships to the economic, cultural, and political status of peoples and nations.

COMMUNITY SERVICE EDUCATION

Chairman: Mother Margaret Guest

- 104—History of Education (3) I
A survey of educational theory and practice from earliest times to the present.
- 110—Educational Psychology (2) I
The nature and conditions of learning; the nature and measurement of individual differences. Prerequisite: Psychology 1.
- 111A—Psychological Foundations for Elementary Teaching (2) II
The psycho-physical development of children is studied, with emphasis on the developmental aspects of the psychology of learning. Consideration is given to fundamental techniques of dealing with children at the various maturational levels. This course is to be taken concurrently with Student Teaching, Level 1 (Ed. 111B).
- 111B—Student Teaching, Level 1 (1) II
Observation of children in classroom and playground situations (in conjunction with Ed. 111A) in 14 one-hour weekly sessions. Two simple case studies are compiled.
- 119—Tests and Measurements (3) II
Construction and use of tests; survey and critical evaluation of standard tests; organization of a testing program.
- 128—The Philosophy of Education (3) I
A consideration of the purpose of education, the rights and duties of those involved in education, with special emphasis on the Christian concept of education. Some consideration is also made of the classical writers in the field of education.
- 130-132—Curriculum and Instructional Procedures for the
Elementary School (2-11) I and II
- 130—(5) I
A 5-unit block emphasizing selection and integration, scope and sequence of content in the areas of: reading and the other language arts, social studies, natural science, and health education, as well as procedures in planning and in guiding learning in these areas. Prerequisites: Science 12, Biology 24, English 105, or equivalents.
- 131—(2) II
Mathematics for the Elementary School: methods and materials. Prerequisite: Mathematics 100.
- 132—(4) I
A 4-unit block concerned with elementary curriculum and procedures in the areas of music, art, and physical education. Emphasis on interrelationships and integration. Prerequisites: Art 2, Music 20, or equivalents.
- In addition to the above three courses, credential candidates must complete a non-credit A-V practicum.

- 133—**Foundations of Education for Elementary Teachers (2) II**
An overview of the historical, philosophical, and sociological foundations of education in the United States, with moderate emphasis on current concerns and issues.
- 134-139—**Curriculum and Methods for the Elementary School (2-10) I or II**
- 134—Reading (2)
- 135—Language Arts (1)
- 136—Music (2)
- 137—Science (1)
- 138—Social Studies (2)
- 139—Art (2)
- 147—**Audio-Visual Aids (2)**
A practical study of the main types; principles of selection, construction, and use for specific teaching purposes.
- 161—**Psychological Foundations of Education (3) I**
A consideration of the psychological foundations of education with emphasis on the adolescent years; stresses principles of education and adjustment during this period of development.
- 167—**Counseling and Guidance (3) II**
The origin and development of the contemporary guidance movement; the underlying principles of guidance; the techniques of guidance in the public schools of today.
- 170—**Foundations of Secondary Education (2) II**
A survey of the philosophical, historical, and sociological foundations of education in the United States.
- 181—**Educational Sociology (3)**
An analysis of the school as a social system and its relationship to other social systems.
- 300—**General Methods of Teaching in the Secondary School (2) II**
A general course in principles of instruction in secondary schools; considers lesson planning, class control, guidance, and evaluation; includes observation of classroom teaching in the San Diego City Schools.
- 301—**Special Methods in the Secondary School (2) I and II**
Curriculum and instructional procedures and materials in specific subject areas.

305—Student Teaching in the Elementary School

305A—Level 2 (2) I and II

Involves one full morning weekly in San Diego City Schools. A majority of the time is spent in participation-teaching in a single classroom but included are weekly one-period observations at the different grade levels. A related seminar meets weekly.

305B—Level 3 (8) I and II

Cadet teaching is done in selected classrooms of the San Diego City public school system (every morning for one semester).

306—Supervised Teaching in the Secondary School (6) I and II

Cadet teaching is done in selected classrooms of the San Diego City public school system (2 class periods daily for one semester).

PROGRAM FOR THE ELEMENTARY TEACHING CREDENTIAL

I. Admission to the Program

1. A course in Psychological Foundations for Elementary School Teaching, offered in the second semester of the junior year, is considered an exploratory course. Here the student, in the subject matter of the course and in related observation-participation experiences in near-by elementary schools, can test the reality of her interest in working with children. Likewise the faculty is enabled, by the manner in which the student fulfills the requirements of this course, to judge her qualifications for entry into the program.
2. Official admittance into the program is based upon #1, above, and upon the student's making an acceptable score on an Achievement Battery in fundamental subjects—in arithmetic, reading comprehension, language arts, and work-study skills.
3. If the general score is satisfactory but a fundamental weakness is manifest in one of the basic fields, the student must take a review program in that subject. This necessary review course carries no college credit.

II. Recommendation for the Credential

1. The student must have completed a year's credit after obtaining a bachelor's degree. Included in this post-graduate work will be level-three student teaching as well as additional courses in the major and minor subject fields.
2. English 105 and History 172 are strongly recommended for all elementary credential candidates.
3. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

ELEMENTARY CREDENTIAL PROGRAM

to Meet New State Board Requirements

FRESHMAN YEAR

Sem. I Units		Sem. II Units
1	Theology	1
3	English	3
3	History	3
4	Language	4
4	Natural Science	4
1 or 2	Communication Arts	1 or 2
	Physical Education	
<hr/>		<hr/>
16 or 17		16 or 17

SOPHOMORE YEAR

Sem. I Units		Sem. II Units
1	Theology	1
3	Philosophy	3
3	English	3
3	Social Science (U. S. Hist. & Gov.)	3
3	Major or Minor Prerequisites	3
3	Psychology 1	
	Mathematics Concepts	3
	Health Education	1
	Physical Education	
<hr/>		<hr/>
16		16 or 17

JUNIOR YEAR

1	Theology	1
3	Philosophy	3
6	Major	6
3	Minor	3
4	Speech, Music, or Art Prerequisites	
	Psychological Foundations	2
	c/Observations (S.T., Level 1)	1
<hr/>		<hr/>
17		16

SENIOR YEAR

1	Theology	1
	Philosophy	3
	Elective	2
6	Major	6
3	Minor	3
2	Music or Art Prerequisite	
5	Curriculum and Instructional Procedures (Ed. 130)	
	Stud. Teaching Level 2 (Ed. 305A)	2
<hr/>		<hr/>
17		17

GRADUATE YEAR

8	Student Teaching, Level 3 (Ed. 305B)	
6	Curriculum & Instructional Procedures (Ed. 131, 132)	
	Foundations of American Education	2
	Minor	3
	Graduate Courses or Second Teaching Minor or Electives	
<hr/>		<hr/>
14		8 or 10
		13 or 15

PROGRAM FOR THE GENERAL SECONDARY CREDENTIAL

I. Admission to the Program

1. In general, students enter the program in the first semester of their senior year. Qualified college graduates are also accepted.
2. Students must have at least a 1.5 overall average on a three-point scale or a 2.5 on a four-point scale to be admitted into the program. They should have a 1.75 (or 2.75) in their major. This minimum average must be maintained to continue in the program.
3. Students must have a major and a minor in academic subject fields commonly taught in senior or four-year high schools. If the major is in an academic subject not commonly taught in high school, e.g., in philosophy, two minors must be earned in areas commonly taught in the high school.
4. The college offers the program for the teaching of English, history, social sciences, Spanish, French, biology, chemistry, and mathematics.

II. Recommendation for the Credential

1. The student must have completed a year's credit after obtaining a bachelor's degree. This post-graduate work should include additional hours in the major or minor subject fields, including six semester hours of strictly graduate (200) courses.
2. English majors are required to take a course in advanced composition designed to lead them to a theoretical and practical mastery in the written use of English.
3. Social Science majors are required to have a strong background in the areas of United States history and government. It is also strongly recommended that they take the course in advanced composition required of English majors.
4. The fulfillment of all requirements for the teaching credential will be carefully checked by the credential advisor.

SECONDARY CREDENTIAL PROGRAM

to Meet New State Board Requirements

FRESHMAN YEAR

Sem. I Units		Sem. II Units	
1	Theology	1	
3	English	3	
3	History	3	
4	Language	4	
4	Natural Science	4	
1 or 2	Communication Arts	1 or 2	
	Physical Education		
<u>16 or 17</u>		<u>16 or 17</u>	

SOPHOMORE YEAR

Sem. I Units		Sem. II Units	
1	Theology	1	
3	Philosophy	3	
3	English	3	
3	Social Science (U.S. Hist. & Gov.)	3	
3	Major or Minor Prerequisites	3	
3	Psychology 1		
	Mathematics or Science	3 or 4	
	Physical Education		
<u>16</u>		<u>16 or 17</u>	

JUNIOR YEAR

1	Theology	1	
3	Philosophy	3	
6	Major	6	
3	Minor	3	
<u>3 or 4</u>	Electives	<u>3 or 4</u>	
<u>16 or 17</u>		<u>16 or 17</u>	

SENIOR YEAR

1	Theology	1	
3	Philosophy		
	Elective	3	
6	Major	6	
3	Minor	3	
3	Psychological Foundations for Secondary Teachers		
	Foundations of Secondary Education	2	
	General Methods and Observation	2	
<u>16</u>		<u>17</u>	

GRADUATE YEAR

6	Student Teaching		
2	Instructional Procedures		
	Expansion of the Major*	6	
2 or 3	Electives	6	
<u>3</u>	Minor	<u>3</u>	
<u>13 or 14</u>		<u>15</u>	

*Six units in the major or the minor must be graduate units.

SPECIAL EDUCATION

The San Diego College for Women has planned an experimental program for the training of teachers in special education. This program fulfills the California certification requirements for specialized preparation in the area of the Mentally Retarded. It is recognized as a suitable minor for the elementary or secondary teaching credential. The program began in September, 1964. According to the needs of students, two courses will be offered each semester.

190—The Psychology of the Exceptional Child (3)

The characteristics of and educational provisions for exceptional children, including the mentally and physically handicapped, the emotionally disturbed, and the gifted, with special consideration of adjustment problems. Prerequisite: Ed. 161.

191—Psychology of the Mentally Retarded (3)

The sensory development and learning characteristics of the mentally retarded, and their problems in social, psychological, and vocational adjustment. Prerequisite: Ed. 190.

192—Psychology of the Emotionally Disturbed (3)

Study of the special factors in the development and learning characteristics of emotionally disturbed and socially maladjusted children, with introduction to problems of counselling, psychotherapy, and effective teaching methods. Prerequisite: Ed. 161.

193—Speech and Language Development for the Handicapped (2)

Special aspects of training for speech and language development, for children who are mentally retarded, brain-injured, or whose physical handicap impedes their speech and language development.

194—Curriculum Development for Educable Mentally Retarded (3)

A practical presentation of philosophy, aims, materials, and methods of teaching the educable mentally retarded, with emphasis on their education at the elementary school level, including arts and crafts. Prerequisite: Ed. 191.

195—Curriculum for the Vocational Development of the Mentally Retarded (3)

A practical presentation of the aims, materials, and methods of the vocational training of the mentally retarded, including vocational skills and placement opportunities for the educable child at the secondary school level, and the basic training of the severely retarded for possible employment in a sheltered environment. Prerequisite: Ed. 194.

196—Field Practice with the Mentally Retarded (2)

Thirty clock-hours of supervised observation and participation with the educable mentally retarded, the severely mentally retarded, and either with the emotionally disturbed or in vocational areas for the retarded. Prerequisite: Ed. 190.

297—Organic Basis of Mental Retardation (2)

Graduate level study of etiology, classification, diagnosis, and assessment of mental retardation.

298—Counselling of the Handicapped and their Parents (3)

Educational, mental, social, and vocational counselling of the handicapped and their parents: principles and practices. Prerequisite: Psych. 167.

390—Student Teaching (4)

Ninety clock-hours in the area of the mentally retarded.

NURSING EDUCATION

128—Principles of Teaching in Nursing (2) I or II

An application of basic teaching methods to certain areas of study.

146—Community Health (3) II

An introductory course to the concepts of community health, including environmental hygiene, public health needs, activities, and laws, basic community health problems, and community health resources and planning. A field survey and report of an actual community health problem will be required of each student. Prerequisites: Psy. 1, Soc. 1; also recommended: Soc. 121 and 122.

148—Principles of Supervision (2) II

An introduction to the principles of supervision and employee-counselling and guidance in the social service, community health, social welfare, nursing, and allied medical fields. A field problem will be presented to each student for study and report. Prerequisites: Psy. 1, Ed. 167.

152—Human Relations (3) I

A developmental course in interpersonal relationships based on a sound understanding of the principles of human behavior and interaction in social situations. Particular emphasis will be placed on human relations in the fields of social problems and pathology, social welfare, nursing, and allied medical areas. Prerequisites: Psy. 1, Soc. 1. Recommended prerequisite: Psychology 140.

PHYSICAL EDUCATION

Physical Education is required of all freshmen and sophomores for two periods a week. In addition to the seasonal program, electives are offered and chosen with the advice of the instructor.

The Women's Athletic Association provides opportunity for those who wish to continue in sports through the senior year.

24—Home and Personal Health (1 or 2) I or II

A course designed to familiarize students with the principles of hygiene as applied to the home; special instruction in care of the sick, protection from contagion, care of minor injuries, and happy family relationships.

150—Theory and Techniques of Physical Education in the Elementary Grades (2) II

This course is based on the state program in physical education for the elementary school.

Activity Program (no credit)

a—Seasonal team sports offered are

Volley ball, volley tennis, basketball, badminton, tennis, and archery.

Arrangements can be made for such individual sports as riding, golf, swimming, and bowling.

b—Fundamental Skills

Practice in rhythmic, graceful body movements; conditioning exercises; balance exercises; self-testing activities.

LIBRARY SCIENCE

In 1964-1965 the courses offered were:

- Fall: L.S. 141 Bibliography and Reference Sources
- Spring: L.S. 142 Cataloguing and Classification
- Summer: L.S. 144 Book Selection

In 1965-1966 the following will be offered:

- Fall: L.S. 145 Administration
- Spring: L.S. 161 Bibliography of the Humanities and the Social Sciences.
- Summer: L.S. 154 Literature for Children and Young Adults

In 1966-1967 the following will be offered:

- L.S. 149 History of Books and Printing
- L.S. 152 School Library Observation

141—Bibliography and Reference Sources (3)

Evaluation of basic reference books and information sources. Problems covering reference books and reference methods.

142—Cataloguing and Classification (3)

Introduction to the principles and methods of bibliographic description, organization, and subject analysis of library materials.

144—Book Selection (3)

Criteria for evaluation and acquisition of library materials, and formulation of book selection policies. Evaluation of book selection tools and non-book materials.

145—Administration (3)

A survey of administration and the place of the library in the organization it serves. Administration within the library, training of staff, handling of personnel, public relations, and professional ethics.

149—History of Books and Printing (2)

A survey of the development from ancient times of man's methods of recording information, and various methods of printing and reproduction.

152—School Library Observation (3)

Students in the School Library program will do 100 hours of practice work in an approved school library under the direction of a professional librarian.

154—Literature for Children and Young Adults (3)

Historical background of children's literature, critical analysis of folklore, legends, myths and modern imaginative literature; evaluation of contemporary children's books and a survey and analysis of literature suitable for adolescents.

161—Bibliography of the Humanities and the Social Sciences (3)

A survey and evaluation of reference works in fine arts, literature, philosophy and religion; business and economics, education, history and geography, political science and sociology. Prerequisite: L.S. 141.



Graduate Division 1965 - 1966

GENERAL INFORMATION

The San Diego College for Women offers programs of study leading to the Master's degree in five departments: English, History or Social Sciences, Spanish, French, and Education. The specific departmental requirements for admission to graduate study and the attainment of the Master's degree will be found under the separate departmental announcements in this bulletin.

COMMITTEE ON GRADUATE STUDIES

THE PRESIDENT AND DEAN *EX OFFICIO*

Mother Mariella Bremner, Ph.D.

Mother Bernice Farrens, Ph.D.

Mother Sally Furay, Ph.D.

Mother Margaret Guest, Ph.D.

Mother Catherine McShane, Ph.D.

Mother Helen McHugh, Ph.D., *Chairman*

GENERAL REQUIREMENTS FOR ADMISSION TO GRADUATE STANDING

1. The candidate must hold a bachelor's degree or its equivalent from an accredited four-year college, with satisfactory preparation in the field in which the advanced degree is sought, and sufficient background in a related subject.

A minimum average of B or its equivalent during the last two years of undergraduate work is required of the applicant.

2. Application blanks for admission to the Graduate Division, catalogues, and all required information may be obtained from the Chairman of the Graduate Division. Transcripts of credits in duplicate, completed application form, and application fee should be in the Office of Admissions one month before registration. The application fee is not refundable.
3. The Graduate Council reviews all applications. Each applicant is notified of admission to graduate standing by the Chairman of the Graduate Division.
4. A satisfactory performance on the Graduate Record Examination (both aptitude and special test) is required. This examination must be taken and the results submitted before the applicant can become a candidate for an advanced degree, that is, within one semester after admission to graduate standing.
5. The student is not considered for candidacy until she has satisfactorily completed one semester of graduate work.
6. The Graduate Council reserves the right to request the withdrawal of a student already in the program for reasons considered adequate by the Council.

SEMESTER EXPENSES

APPLICATION FEE, for new students	- - - - -	\$ 10.00
RESIDENT STUDENTS, see page 21		
DAY STUDENTS, tuition (\$500 in 1966-1967)	- - -	450.00
PART-TIME STUDENTS, (limited to 9 units)		
Tuition per unit	- - - - -	30.00
Library and Syllabus Fee	- - - - -	10.00
STUDENT BODY FEE (includes student publications-optional)		25.00
GRADUATION FEE	- - - - -	30.00

GENERAL REQUIREMENTS FOR THE ATTAINMENT OF THE DEGREE OF MASTER OF ARTS

Unit Requirement

The candidate must complete a program of work, approved by the department concerned (see departmental announcements), totaling 30 units, of which a maximum of 6 units will be allotted the thesis.

Of the remaining 24 units, 12 must be acquired in strictly graduate (200) courses.

Transfer of Graduate Credits

Graduate courses completed at other colleges and universities for which credit toward the advanced degree is sought, will be submitted to a committee of the Graduate Council for evaluation. In certain cases, a maximum of 6 units of graduate courses may be credited toward the 30 units required for the master's degree provided these units have been obtained within the past six years.

Scholarship

Graduate students must maintain a minimum average of B in all courses.

Language

A reading knowledge of a foreign language satisfactory to the department in which the work is undertaken and pertinent to the field of specialization is required of all candidates.

Thesis

The student must present a thesis of original content or interpretation, testifying to scholarly research and acceptable style. Special requirements are set in each department.

Time Limit

All requirements for the master's degree, including the thesis, must be completed within 6 years.

Responsibility of Students

Failure of students to acquaint themselves fully with regulations may cause difficulties for which the student must accept full responsibility.

Advancement to Candidacy

The student may make written application for the degree after fulfilling the following requirements:

- 1) Graduate Record Examination
- 2) Foreign Language Examination
- 3) Completion of at least 12 units of graduate work with acceptable grades
- 4) Approval of thesis or project outline

Application for candidacy must be made at least one full session before the student intends to graduate.

DEPARTMENT OF EDUCATION

Program for the Master's Degree in Education

Two degrees are given in the Graduate Division of the Education Department: Master of Arts and Master of Science in Education.

Prerequisites

A Bachelor's degree with a major or minor in some field acceptable to the department. The undergraduate program must include a minimum of 15 semester units of upper division work in education, with a B average.

Requirements

1. Thirty semester units of work, at least 12 of which will be secured in courses restricted to graduates. These units are distributed as follows:
 - a. Research Techniques (Education 200) is required of all candidates.
 - b. Courses or seminars including the following areas of study, either in undergraduate preparation or in graduate work:
 - Philosophical Backgrounds of Education
 - Historical Backgrounds of Education
 - Psychological Foundations of Education
 - Sociological Foundations of Education
 - Curriculum Development
 - c. Six or more graduate units in one of the following fields of concentration
 - Elementary Education
 - Secondary Education
 - Educational Psychology
 - Special Education
 - d. At least 4 units in a field other than education.
2. A comprehensive examination covering the following areas: 1) history and philosophy of education; 2) educational psychology: learning theories, individual differences, tests and measurements, guidance and counseling; 3) educational sociology, or curriculum.
3. An acceptable thesis, preferably on a subject connected with the field of concentration, and showing proficiency in educational research, independent thought, and power of expression.
4. The passing of an examination in a foreign language.

For the Master of Science in Education degree the requirements are as above with the following exceptions:

1. In place of the thesis the candidate registers for course 262 and submits the results of her work on a special problem in her field of concentration.
2. There is no requirement in foreign language.

GRADUATE COURSES IN EDUCATION

Prerequisite to each of the graduate courses is the appropriate undergraduate (upper division) basic course, or a strong background in the related general-education subject-matter area.

- 200—**Research Techniques in Education (2)**
A study of various methods of gathering data in education; bibliographical techniques; methods of reporting and interpreting results of research.
- 204—**Historical Backgrounds of Education (2 or 3)**
Seminar: A study of the factors and forces which have contributed to and influenced the development of the American school system of today. Prerequisite: Ed. 104 or a strong course in Western Civilization.
- 205—**Philosophical Backgrounds of Education (2 or 3)**
Seminar: A study of the systems of thought and other influences which have shaped and are shaping the objectives of education in the United States.
- 209—**Sociological Foundations of Education (2 or 3)**
A treatment of the relationship between the community and the school; the sociological aspects of the school, such as role, status, formal and informal groups.
- 250—**Comparative Education (3)**
A study of selected schools systems in other countries.
- 262—**Research Projects in Education (2 or 3)**
Prerequisite: Education 200.
Application of research techniques to a study of some specific problem.
- 264—**Thesis (4-6)**

THE ELEMENTARY SCHOOL

- 231—**Administration and Supervision of the Elementary School (3)**
The role of the supervisor or principal as professional leader of his school; the administration of such services as the school library, audio-visual education, and remedial work; the role of the principal in school-community relations.
- 232—**Curriculum Problems in the Elementary School (3)**
Seminar: A study of the principles and problems of organization of the curriculum, of course construction, of basic research in the main subject areas of elementary instruction.
- 234—**Problems of Teaching in the Elementary School (2-8)**
A study of the causes of learning difficulties, diagnosis of problem cases, analysis of remedial techniques, and the organization of a school improvement plan. (To be given in a cycle.)
a) Reading
b) Arithmetic
c) Language arts
d) Social studies

THE SECONDARY SCHOOL

- 271—Administration and Supervision in the Secondary School (3)
The course deals specifically with the various problems encountered in the administration and supervision of the modern secondary school.
- 272—Curriculum Development in the Secondary School (3)
For graduate students interested in the principles and aspects of curriculum construction and organization; the program of offerings; trend in curriculum revision; the core and unified studies plan; type of curriculum organization; and text book selection.
- 274—Problems of Teaching in the Secondary School (2-4)
Treatment of such problems as developing units of instruction, the problem method, classroom teaching techniques, co-curricular activities, problems of the under-achievers, adjusting the curriculum to the emerging American and World Scene, innovations in the organization of the secondary school, and provisions for the gifted.

EDUCATIONAL PSYCHOLOGY

- 214—Theories of Learning (2)
A study of the principles of learning and motivation; an examination of the major theoretical approaches to learning and instruction. Prerequisite: Ed. 110.
- 215—Differential Psychology (3)
The origin, nature, and extent of individual differences, with consideration of the psychological and educational significance of such differences.
- 219—Individual Psychology Testing (3)
Theory and practice of intelligence testing, with emphasis on the administration, scoring, and interpretation of the Stanford-Binet and of the Wechsler Intelligence Scales for children.
- 267—Techniques of Counseling and Guidance (3)
Sources of materials used in counseling: educational, vocational, and personal; practical problems in setting up and administering a program; depth study—in primary sources—of the three predominant approaches used in guidance: directive, non-directive, and eclectic.

SPECIAL EDUCATION

290 and 291—See Special Education section, Page 68.

DEPARTMENT OF ENGLISH

Admission to Graduate Status

The student seeking a Master of Arts degree in English must present a transcript of credits in English and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in English is required.

Requirements for the Master's Degree in English

1. Thirty units of work in English, at least 12 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
2. Courses or seminars in the following areas of study, either in undergraduate preparation or in graduate work:

Chaucer

Shakespeare

Renaissance Literature

17th-Century Literature

18th-Century Literature

Romantic or Victorian Literature

American Literature

3. A reading knowledge of one foreign language, preferably French or German, to be tested by examination.
4. A comprehensive examination designed to test the student's knowledge of English literature.
5. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

GRADUATE COURSES IN ENGLISH

201—Research Techniques (3)

213—Middle English (3)

A study of the history and dialects of Middle English, with reading of representative selections from the twelfth to the fifteenth centuries.

215—Medieval English Literature (3)

A study of the various literary types in prose and poetry from the eighth to the fifteenth centuries.

- 216—**Studies in Renaissance Literature (3)**
The literature of Renaissance England studied with special reference to the continental Renaissance and the classical backgrounds of English literature.
- 217—**Studies in Shakespeare (3)**
Detailed study of selected plays of Shakespeare, with attention to the history of the texts, methods of critical investigation, and special problems presented by certain plays.
- 219—**Seminar: Poetry of the Seventeenth Century (3)**
- 220—**Seminar in the Age of Johnson (3)**
Various aspects of eighteenth-century life and thought as revealed through Johnson and his circle; investigation of the eighteenth-century shift from discipline and tradition to ideas of sensibility and progress.
- 221—**Studies in the Augustan Age (3)**
- 224—**Seminar: Literary Problems of the Nineteenth Century (3)**
- 232—**Studies in American Prose (3)**
Selected historical, biographical, fictional literature, exclusive of the novel.
- 245—**Seminar in Modern Drama (3)**
Trends and schools in dramatic writing from Ibsen to the present day, with readings, lectures, reports on English, Irish, American, and continental writers.
- 253—**The English Lyric (3)**
Study of lyric poetry, with schools and movements, from the fifteenth century to the present.
- 255—**Modern Literary Criticism (3)**
A study of the main literary theories and developments in modern times; investigations and reports on phases of interest to the individual student.
- 260—**Research Course (3)**
Special subject of investigation (not related to the thesis) under the supervision of some member of the department.
- 264—**Thesis (6)**

DIVISION OF SOCIAL SCIENCES

A program leading to the Master of Arts degree in Social Science is available from offerings in history, political science, and sociology.

Admission to Graduate Status

Students seeking this degree must submit a transcript of credits showing a minimum of 24 units of upper division work in the Social Sciences before being admitted to graduate study.

Requirements:

1. Thirty units of work in history or in the social sciences, at least 12 of which must be in strictly graduate (200) courses; 12 must be in the field of emphasis. A maximum of 6 units will be allotted to the thesis. Research techniques (Soc.Sci. 201) is required of all candidates.
2. A reading knowledge of one foreign language, preferably French or German, to be tested by examination. This examination should be taken in the first semester of graduate study.
3. A comprehensive examination covering the field of emphasis and its relationship to the other social sciences.
4. A thesis giving evidence of a knowledge of the technique of research and of independent thought.

A program leading to the Master of Arts degree in History is also available. The conditions are the same as those listed above except that the preparation of 24 upper division units and the course requirements in graduate study are all fulfilled in the field of history.

GRADUATE COURSES

201—Research Techniques in the Social Sciences (3)

A study and application of the scientific method in the social sciences. Required of all M.A. candidates who have not had a comparable course.

264—Thesis (6)

History

235—Political and Intellectual Trends of the Seventeenth and Eighteenth Centuries (3)

Emphasis is on the English revolutions and the Age of the Enlightenment.

246—Nineteenth-Century Imperialism (3)

The causes, extent, and consequences of the new expansionism of the European Powers in the last quarter of the nineteenth century, viewed especially in the light of twentieth-century developments.

247—Europe Since 1947 (3)

The political, social, and economic aftermath of World War II in West Germany, France, the United Kingdom, and Italy, stressing the international repercussions.

257—Twentieth-Century Dictatorships (3)

The political and philosophical background of Fascism, Nazism, and Communism, and their impact on the period between the two World Wars.

267—Seminar in the Foreign Relations of the United States (3)

273—Studies in Colonial America (3)

Selected aspects of the institutions and life of Colonial America. Intercolonial relations. Imperial control. Lectures, discussions, reports.

274—The Era of the American Revolution (3)

The movement for independence and the establishment of the new nation.

278—The Roosevelt Era: The United States, 1932-1945 (3)

Analysis of the policies of the period and changes brought about by the New Deal and the Second World War.

Political Science

248—International Relations (3)

A survey of existing international forces and the international policies of important states. The adjustment of interstate conflict through law, diplomacy, organization, and war.

250—Seminar in International Organization (3)

A study of the objectives, development, forms, functions, and procedures of international organizations.

253—Political and Social Institutions in Central East Europe (3)

Political, social, and institutional developments in Central East Europe; the transformation of "people's democracies" into Socialist and ultimately Communist states.

256—Government of the Soviet Union (2)

The development of Soviet political theory and institutions from the Revolution to the present, with emphasis on the seats of power.

Sociology

- 217—**Comparative Cultures (3)**
Study and comparison of modes of behavior and institutions in selected societies.
- 222—**American Society and Culture (3)**
Analysis of American groups, patterns of behavior, and social institutions.
- 227—**Social Theories of the Catholic Church (3)**
Political, economic, and sociological teaching.
- 231—**Seminar: American Sociological Theory (3)**

ROMANCE LANGUAGES

DEPARTMENTS OF FRENCH AND SPANISH

Admission to Graduate Status

The student seeking a Master of Arts degree in French or in Spanish must present a transcript of credits in French or Spanish and allied fields of study before being admitted to graduate study. A minimum of 24 units of upper division work in French is required for the applicant for the M.A. in French, or 24 units of upper division work in Spanish for the applicant for the M.A. in Spanish.

Requirements for the Master's Degree in French or Spanish

1. Thirty units of work in French or thirty units of work in Spanish, at least 12 of which must be secured in strictly graduate (200) courses; a maximum of 6 units will be allotted to the thesis.
2. A reading knowledge of Latin, to be tested by examination.
3. A comprehensive examination designed to test the student's knowledge of the field of French literature, or of the field of Spanish literature.
4. A thesis giving evidence of competence in the candidate's chosen field, of power of independent thought, and of a capacity for original research.

USD COPLEY LIBRARY



3 5073 40344 9008